220

THE UNIVERSITY OF NORTH CAROLINA RECORD

ANNOUNCEMENT OF THE THIRTY-EIGHTH
SESSION OF THE

SUMMER SCHOOL

First Term: June 12-July 21
Second Term: July 22-Aug. 29

1925

(REVISED EDITION: JUNE, 1925)

THE UNIVERSITY OF NORTH CAROLINA PRESS
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CALENDAR

Detailed announcements of lectures, conferences, and entertainments will be issued weekly while the Summer School is in session.

First Term

June 12-13, *Friday and Saturday*—Registration days.

June 15, *Monday*—Instruction begins in all departments at 8:00 a.m.

June 16, *Tuesday*—General Meeting of Summer School Faculty and Students at 8:30 p.m. Public exercises in Memorial Hall.

June 18, *Thursday*—Reception to students, Bynum Gymnasium, 8:30 p.m.

June 20, *Saturday*—Regular classes.

June 27, *Saturday*—Regular classes.

July 4, *Saturday*—Holiday—Patriotic celebration.

July 18, *Saturday*—Regular classes.

July 18, *Saturday*—Class Instruction for First Term ends at 6 p.m.

July 20-21, *Monday and Tuesday*—Examinations.

Second Term

July 22, *Wednesday*—Registration of new students.

July 23, *Thursday*—Instruction begins in all departments at 8:00 a.m.

July 25, *Saturday*—Regular classes.

Aug. 1, *Saturday*—Regular classes.

Aug. 22, *Saturday*—Regular classes.

Aug. 27, *Thursday*—Class Instruction ends at 6:00 p.m.

Aug. 28-29, *Friday and Saturday*—Examinations.

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY						
S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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IMPORTANT SUGGESTIONS

1. Have your room reserved in advance.
2. Urge your room-mate to make reservation promptly; otherwise the management will have to assign someone to the room with you.
3. Before leaving home mark your trunk plainly, putting your own name on it and the name of the dormitory to which you have been assigned, and have it checked to Chapel Hill, N. C. If you make your reservation for the first term before June 1st, or for the second term before July 15, a printed card giving your Chapel Hill address (room number and name of dormitory) and a baggage check will be sent to you. This card attached to your trunk or baggage will insure its prompt delivery, provided you DELIVER THE CHECK TO THE UNIVERSITY SUMMER SCHOOL'S OFFICIAL REPRESENTATIVE AT UNIVERSITY STATION.
4. Be sure to provide yourself with the necessary articles which you are expected to bring; bed linen, pillows, towels, etc.
5. If convenient for you to do so, confer with your superintendent or principal and get his advice as to the courses you should pursue in the Summer School.
6. Do not plan too much. Fifteen hours of class work a week is a reasonable amount to attempt. More than 20 hours will not be allowed.
7. Decide before coming that you will stay the full term. No credit will be given for a shorter period than a term. Those who possibly can remain for both terms will find it greatly to their advantage to do so, since double credit may be earned toward meeting the requirements for the University's degrees or for State certification.
8. Be present for the first roll-call. The person who begins his work a day or two late is obliged to labor under a handicap. Work will start promptly as scheduled, and the pace will be brisk. Note also that an extra fee of $2.00 is charged for late registration. (See page 28.)
9. If you wish to pursue in the Summer School courses counting for University credit, you should make application for such courses in advance. Registration for such courses for the first term will not be allowed after Thursday, June 18th, nor for the second term after Tuesday, July 28th.
10. Please note that certain courses will not be given unless applied for in advance.
11. Be sure to instruct your correspondents to put the name of the dormitory in which you will room and your room number on any mail sent to you while in Chapel Hill. If this is done, it will insure prompt delivery; otherwise delivery will be delayed several hours.
12. If, after examining this bulletin carefully, there is further information you desire, address N. W. Walker, Director of the Summer School, Chapel Hill, N. C.

OFFICERS OF ADMINISTRATION

Harry Woodburn Chase, Ph.D., LL.D., President of the University.

Nathan Wilson Walker, A.B., Ed.M., Director of the Summer School and Acting Dean of the School of Education.

Thomas James Wilson, Jr., Ph.D., Registrar.

George Kenneth Grant Henry, Ph.D., Assistant Registrar.

Charles Thomas Woollen, Business Manager.

Julius Algernon Warren, Treasurer and Bursar.

Edwin Greenlaw, Ph.D., Dean of the Graduate School.

James Finch Royster, Ph.D., Dean of the College of Liberal Arts.

Nathan Wilson Walker, A.B., Ed.M., Acting Dean of the School of Education.

Andrew Henry Patterson, M.A., Dean of the School of Applied Science.

Dudley DeWitt Carroll, M.A., Dean of the School of Commerce.

*Merton Leroy Ferson, Ph.B., LL.B., A.M., Dean of the Law School.

*Gustave Maurice Braune, C.E., Dean of the School of Engineering.

Howard Washington Odum, Ph.D., Director of the School of Public Welfare.

†Francis Bradshaw, A.B., Dean of Students and Chairman of the Committee on Social Activities.

Clarence Addison Hibbard, M.A., Acting Dean of Students.

Harry Fulcher Comer, B.S., General Secretary Y. W.-M. C. A., and Acting Chairman of the Committee on Social Activities.

Mrs. A. C. Pickard, Secretary to the Director of the Summer School.

†Mrs. M. H. Stacy, Adviser to Women.

Mrs. Edward S. Johnson, Acting Adviser to Women, Summer of 1925.

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* The summer sessions of the School of Law and the School of Engineering are operated independently of the Summer School. A student desiring information about either of these schools should communicate directly with the Dean of the school in which he is interested.

† On leave Summer of 1925.

OTHER OFFICIALS

The Library: Louis Round Wilson, Ph.D., Librarian; Charles Melville Baker, A.M., B.L.S., Assistant Librarian; Miss Alma Jamison in charge of the School of Education Library.

The Infirmary: Eric Alonzo Abernethy, S.B., M.D., Physician; Flora M. Rice, R.N., Head Nurse; Edna Gray Womack, R.N., Assistant Nurse.

The Gymnasium: Robert Baker Lawson, M.D., Director.

Y. M.-W. Christian Association: Harry Fulcher Comer, B.S., General Secretary; Norma Connell, Assistant Secretary.

Teachers' Bureau: Isaac Cebern Griffin, Secretary; Lillian Long, Assistant Secretary.

Normal Instruction: Isaac Cebern Griffin, Supervisor.

Buildings and Grounds: A. A. Pickard, Superintendent of Grounds; P. L. Burch, Superintendent of Buildings.

Chaperons in Charge of Dormitories

Mrs. R. L. Hoke, "F" Dormitory.
Miss Allie Cothran, Old West Dormitory.
Mrs. Harvey Boney, Ruffin Dormitory.
Mrs. Elinor Murr Gray, Ruffin Dormitory.
Mrs. J. E. McLean, Steele Dormitory.
Mrs. F. M. Tucker, "J" Dormitory.
Mrs. J. W. Humphreys, Grimes Dormitory.
Mrs. D. P. Whitley, "G" Dormitory.
Mrs. M. A. Honeycutt, Manly Dormitory.
Mrs. Paul Sieg, Mangum Dormitory.
Mrs. Mabel A. Foy, Mangum Dormitory.
Mrs. Edward Stanfield Johnson, Old East Dormitory.

STAFF OF INSTRUCTION

College Division—Members of University's Regular Staff

WILLARD EARL ATKINS, A.M., J.D., ECONOMICS
Associate Professor of Economics and Business Law (Second Term)
University of North Carolina

JAMES MUNSIE BELL, Ph.D., CHEMISTRY
Smith Professor of Chemistry (First Term)
University of North Carolina

WILLIAM STANLEY BERNARD, A.M., GREEK
Professor of Greek (First Term)
University of North Carolina

EDWARD TANKARD BROWNE, A.M., MATHEMATICS
Assistant Professor of Mathematics (Second Term)
University of North Carolina

KENT JAMES BROWN, Ph.D., GERMAN
Professor of German (First Term)
University of North Carolina

WALLACE EVERETT CALDWELL, Ph.D., HISTORY
Associate Professor of History (Second Term)
University of North Carolina

DUDLEY DEWITT CARROLL, A.M., ECONOMICS
Professor of Economics and Dean of the School of Commerce (First Term)
University of North Carolina

COLLIER COBB, A.M., D.Sc., GEOLOGY
Professor of Geology and Mineralogy (First Term)
University of North Carolina

ROBERT DIGGS WIMBERLEY CONNOR, Ph.B., HISTORY
Kenan Professor of History and Government (First Term)
University of North Carolina

HARRY WOLVEN CRANE, Ph.D., PSYCHOLOGY
Professor of Psychology (First Term)
University of North Carolina

HORACE DOWNS CROCKFORD, M.S., CHEMISTRY
Instructor in Chemistry (Second Term)
University of North Carolina

JOHN FREDERICK DASHIELL, Ph.D., PSYCHOLOGY
Professor of Psychology (Second Term)
University of North Carolina

JOHN FENTON DAUGHERTY, A.B., PHYSICS
Instructor in Physics (Both Terms)
University of North Carolina

GEORGE V. DENNY, S.B., ENGLISH
Instructor in English (Both Terms)
University of North Carolina

JAMES TALMAGE DOBBINS, Ph.D., CHEMISTRY
Associate Professor of Analytical Chemistry (First Term)
University of North Carolina

FLOYD H. EDMINSTER, Ph.D., CHEMISTRY
Assistant Professor of Chemistry (Second Term)
University of North Carolina

THEODORE FRANK FITCH, A.B., MUSIC
Instructor in Music (First Term)
University of North Carolina

WILLIAM OSCAR HAMPTON, B.S., EDUCATION
Teaching Fellow in Education (First Term)
University of North Carolina

CHARLES FREDERICK HARD, M.A., MUSIC
Instructor in Music (First Term)
University of North Carolina

FRANK JOHN HARONIAN, M.A., FRENCH
Instructor in French (Both Terms)
University of North Carolina

GUSTAVE ADOLPHUS HARRER, Ph.D., LATIN
Professor of Latin (First Term)
University of North Carolina

CHARLES ROBERT HARRIS, S.M., CHEMISTRY
Instructor in Chemistry (First Term)
University of North Carolina

MOSES KILLEBREW HEARNE, S.B., COMMERCE
Instructor in Accounting (Both Terms)
University of North Carolina

CLARENCE ADDISON HIBBARD, M.A., ENGLISH
Associate Professor of English (Second Term)
University of North Carolina

CHESTER PENN HIGBY, Ph.D., HISTORY
Associate Professor of History (Second Term)
University of North Carolina

ALLAN WILSON HOBBS, Ph.D., MATHEMATICS
Professor of Applied Mathematics (First Term)
University of North Carolina

SAMUEL HUNTINGTON HOBBS, JR., A.M., RURAL SOCIAL SCIENCE
Assistant Professor of Rural Economics and Sociology (Both Terms)
University of North Carolina

ALMONTE CHARLES HOWELL, Ph.D., ENGLISH
Assistant Professor of English (First Term)
University of North Carolina

HOWARD RUSSELL HUSE, Ph.B., FRENCH
Associate Professor of Romance Languages (Both Terms)
University of North Carolina

EARL DEWITT JENNINGS, S.M., CHEMISTRY
Instructor in Chemistry (First Term)
University of North Carolina

A. THEODORE JOHNSON, M.A., ENGLISH
Instructor in English (First Term)
University of North Carolina

ARTHUR MELVILLE JORDAN, Ph.D., EDUCATIONAL PSYCHOLOGY
Professor of Educational Psychology (Both Terms)
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THOMAS LATIMER KIBLER, Ph.D., ECONOMICS
Professor of Economics and Transportation (First Term)
University of North Carolina

EDGAR WALLACE KNIGHT, Ph.D., EDUCATION
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University of North Carolina

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University of North Carolina

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Associate Professor of French (First Term)
University of North Carolina

STURGIS ELLENO LEAVITT, Ph.D., SPANISH
Professor of Spanish (Both Terms)
University of North Carolina

JOE BURTON LINKER, Ph.D., MATHEMATICS
Assistant Professor of Mathematics
University of North Carolina

GERALD RALEIGH MacCARTHY, A.M., ... GEOLOGY
Instructor in Geology (Second Term)
University of North Carolina

GEORGE McFARLAND McKIE, M.A., ... ENGLISH
Professor of Public Speaking (Second Term)
University of North Carolina

WILLIAM DOUGALD MacMILLAN, III, A.M., ... ENGLISH
Instructor in English (Second Term)
University of North Carolina

ERNST CHRISTIAN METZENTHIN, Ph.D., ... GERMAN
Assistant Professor of German (First Term)
University of North Carolina

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Teaching Fellow in Zoology (First Term)
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Kenan Professor of Sociology and Director of the School of Public Welfare (First Term)
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University of North Carolina

WILLIAM WHITE ROGERS, A.M., ... PSYCHOLOGY
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University of North Carolina

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University of North Carolina

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Assistant Professor of Romance Languages — (First Term)
University of North Carolina

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Instructor in Department of Rural Social-Economics — (Both Terms)
University of North Carolina

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In Charge of Classification and Cataloguing, Library — (First Term)
University of North Carolina

HENRY ROLAND TOTTEN, Ph.D., — BOTANY
Assistant Professor of Botany — (Second Term)
University of North Carolina

MARION REX TRABUE, Ph.D., — EDUCATION
Professor of Educational Administration — (Both Terms)
University of North Carolina

WALTER DALLAM TOY, M.A., — GERMAN
Professor of the Germanic Languages and Literatures — (First Term)
University of North Carolina

FRANK CARL VILBRANDT, Ph.D., — CHEMISTRY
Associate Professor of Industrial Chemistry — (Second Term)
University of North Carolina

HENRY McGILBERT WAGSTAFF, Ph.D., — HISTORY
Professor of History — (First Term)
University of North Carolina

NATHAN WILSON WALKER, A.B., Ed.M., — EDUCATION
Professor of Secondary Education, and Acting Dean of the School of Education — (Both Terms)
University of North Carolina

ALVIN SAWYER WHEELER, Ph.D., — CHEMISTRY
Professor of Organic Chemistry — (First Term)
University of North Carolina

JOHN MILTON WILLIAMS, B.A., (Oxon) A.M., — ENGLISH
Instructor in English — (First Term)
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LOUIS ROUND WILSON, Ph.D., — LIBRARY SCIENCE
Kenan Professor of Library Administration — (First Term)
University of North Carolina

LOUIS BOOKER WRIGHT, M.A., — ENGLISH
Teaching Fellow in English — (First Term)
University of North Carolina

ERIC WALTER ZIMMERMAN, Ph.D., — ECONOMICS
Associate Professor of Commerce and Resources — (First Term)
University of North Carolina

College Division—Instructors from Other Institutions

LEONARD T. BAKER, A.M., — EDUCATION (First Term)
Dean and Professor of Education
University of South Carolina

DAVID H. BRIGGS, A.M., — EDUCATION (First Term)
Superintendent of Schools
Hillsboro, N. C.

ELMER H. GARRINGER, A.M., — EDUCATIONAL PSYCHOLOGY (Both Terms)
Principal, Central High School
Charlotte, N. C.

HAZEL GERTRUDE KINSCELLA — MUSIC (First Term)
Professor of Music
University of Nebraska

E. I. KRUEGER, Ph.D., — SOCIOLOGY (Both Terms)
Professor of Sociology
Vanderbilt University, Tennessee

GEORGE S. MITCHELL, A.M., — SOCIOLOGY (Second Term)
Fellow, Johns Hopkins University
Baltimore, Md.

WILLIAM WALTER RANKIN, JR., A.M., — MATHEMATICS (First Term)
Professor of Mathematics
Agnes Scott College. Decatur, Ga.

GEORGE COFFIN TAYLOR, M.A., Ph.D., — ENGLISH (First Term)
Formerly Professor of English
University of Colorado

Normal School Division-Instructors

MATTE-CONN BALDON — WRITING (Second Term)
Field-Supervisor
Zaner-Bloser Company

ELSA BEUST, B.S., M.A., — PRIMARY EDUCATION (First Term)
Teacher in the Horace Mann School, and Assistant in Elementary Education, Teachers College
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CORDELIA CAMP, M.A., — EDUCATION, HISTORY (First Term)
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Formerly Supervisor of Schools of Forsyth County, N. C.

MARY V. CARNEY, M.A., — GRAMMAR SCHOOL HISTORY (Both Terms)
Teacher of History
Central High School, St. Paul, Minn.

RUTH COBLE, M.A., — PHYSICAL EDUCATION (First Term)
Director Physical Education
Public Schools, Roanoke Rapids, N. C.

OTELIA CUNINGHAM — PHYSICAL EDUCATION (Second Term)
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City Schools, Durham, N. C.

RUTH DRY — DEMONSTRATION SCHOOL (First Term)
Teacher, Shelby Schools
Shelby, N. C.

LOIS EDWARDS — DEMONSTRATION SCHOOL (First Term)
Teacher in The City Schools of
Hendersonville, N. C.

ELEANOR BYRNBERG FORMAN, B.S., — ELEMENTARY EDUCATION (First Term)
Head of Department of Education
Salem College, Winston-Salem, N. C.

ELIZABETH GILL, M.A., — GRAMMAR GRADE ENGLISH (Second Term)
Teacher in Public Schools
Paterson, N. J.

ISAAC CEBERN GRIFFIN — SUPERVISOR OF NORMAL INSTRUCTION
Superintendent of Schools (Both Terms)
Shelby, N. C.

ELLA M. HAYES — PUBLIC SCHOOL MUSIC
Supervisor of Music, Public Schools (First Term)
Newport News, Va.

FRAZER HOOD, Ph.D., — EDUCATION
Professor of Psychology and Education (Both Terms)
Davidson College, Davidson, N. C.

LEORA HOUGHTON, M.A., — ELEMENTARY EDUCATION
Student, Teachers College (First Term)
Columbia University, New York.

MATTIE LOUISE HATCHER, M.A., — PRIMARY EDUCATION
Director of Training School (Second Term)
Western Kentucky State Normal College
Bowling Green, Ky.

MARY HUFHAM, M.A., — ENGLISH COMPOSITION
The Bennett School (Both Terms)
Millbrook, New York

AVAH HUGHES, B.S., — EDUCATION
Student Teachers College (First Term)
New York City

MRS. EULA JOHNSTON — GEOGRAPHY
Student, Teachers College (Both Terms)
New York City

LILY N. JONES — WRITING
Supervisor of Writing, Durham City Schools (First Term)
Durham, N. C.

MARGARET KETCHEN, A.B., — GRAMMAR SCHOOL ENGLISH
Professor of English (First Term)
Winthrop College, Rock Hill, S. C.

NAN LACY, A.B., — DEMONSTRATION SCHOOL
Teacher in Public Schools (First Term)
Raleigh, N. C.

MARCUS CICERO STEPHENS NOBLE, JR., Ed.D., — EDUCATION
Traveling abroad 1924-25 studying School Systems of Europe. (Both Terms)

ELIZABETH PRATT — PUBLIC SCHOOL MUSIC
Supervisor of Music, Junior High Schools (First Term)
St. Louis, Mo.

LAVADA REED, M.A., — GRAMMAR SCHOOL HISTORY AND GEOGRAPHY
State Normal College (First Term)
Indiana, Penna.

KATHRYN ROLLER — DRAWING
City Schools (First Term)
Petersburg, Va.

MRS. ANNE E. SNYDER — EDUCATION
New York City (Second Term)

RUBIE THORNE — DEMONSTRATION SCHOOL
Teacher, Shelby Schools (First Term)
Shelby, N. C.

CHARLOTTE VAUGHAN — EDUCATION
Student, Teachers College, Columbia University (Second Term)
New York, N. Y.

MABEL WELLS, B.S., — DRAWING
Teacher in Public Schools (First Term)
New Brunswick, N. J.

ONA RUTH WHITLEY, A.B., — SCIENCE
Teacher, Chapel Hill School (First Term)
Chapel Hill, N. C.

ALICE V. WILSON, B.S., — SCIENCE
Instructor in Science (First Term)
East Carolina Teachers College, Greenville, N. C.

HISTORICAL NOTE

The old "Summer Normal" at the University was a pioneer in the summer school field. It was established in 1877 by Dr. Kemp P. Battle, and it seems to have been the first of its kind in America. It ran for eight years, and enrolled 2,480 teachers and students. It suspended in 1884.

Revived in 1894, the Summer School ran eleven years during its second period of usefulness, until 1904, when it was again suspended. During this period 1,541 teachers and students were enrolled.

It was revived again in 1907. It has continued to grow and prosper ever since, despite the World War, and notwithstanding the fact that several other summer schools have been organized in other parts of the State. There were 1,147 students in attendance in 1920, 1,090 in 1921 (after two lower departments had been abandoned), and in 1922 the number enrolled reached 1,348.

In 1923 the Summer School ran two terms of six weeks each. This experiment proved to be so successful that the practice of running two terms each summer, the equivalent of a "quarter" of the regular college year, has been continued. It has now come to be the University's policy to continue to operate the Summer School on this basis. In the first term of 1923, 1,300 students were enrolled, and in the second term there were 518. In the first term last summer there were enrolled 1,474 students, and in the second term there were 623.

PART I—GENERAL INFORMATION

The Summer Session: June 12-August 29

The thirty-eighth session of the University Summer School will open on Friday, June 12, and continue for twelve weeks, closing on Saturday, August 29. The session will be divided into two terms of six weeks each. The first term will begin on Friday, June 12, and close on Tuesday, July 21. The second term will begin on Wednesday, July 22, and close on Saturday, August 29.

Registration

The regular time for registration for the first term will be Friday and Saturday, June 12th and 13th. All students of the Summer School should try to be present and register on those days, as the regular class work will begin promptly at 8:00 on Monday morning, June 15th. There are certain preliminary arrangements to be made in the way of arranging courses, securing board and lodging, getting the necessary books, etc., all of which should be attended to, if possible, before class work begins. To be on hand promptly so as to begin with the regular class is far more satisfactory than to come in a day or two late.

Students expecting to receive credit for courses taken in the first term will not be permitted to register after Thursday, June 18th.

Students expecting to receive credit for courses taken in the second term will not be permitted to register after Tuesday, July 28th.

Those Who May Be Admitted

Registration in the Summer School will be limited to those applicants who can qualify for admission under one of the following provisions:

1. *Those who can satisfy the University's requirements for admission as given in the annual catalog.* The entrance requirements for admission to the University are fifteen units secured by graduation from a standard four-year secondary school on the University's accredited list. In order to be accepted as a candidate for a degree the student must meet the specific requirements laid down by the school or college in which the degree is conferred.

2. *Teachers holding regular state certificates.*

3. *Applicants for state certificates who have graduated from schools accredited by the State Department of Education.*

4. *Special students who are neither candidates for degrees nor applicants for state teachers' certificates* may be admitted under the University's general regulations covering such cases.

For Whom Courses Are Planned

Professional and Cultural Courses are plannned for:

1. Teachers of Primary Grades.
2. Teachers of Grammar Grades.
3. High School Teachers and Principals.
4. Teachers of Special Subjects.
5. County and City Superintendents and Supervisors.
6. College and University students who desire to earn extra credit toward their degrees.
7. Graduate students, teachers and others wishing to pursue Professional and Cultural Courses leading to advanced degrees.
8. Librarians.

Divisions of the Summer School

The Summer School is organized into three general divisions, as follows:

The College Division
The Graduate Division
The Normal School Division

In the College Division falls all the undergraduate work offered in the following schools:

The College of Liberal Arts
The School of Education
The School of Commerce
The School of Applied Science
The School of Public Welfare

In the Graduate Division, or the Graduate School, fall all the courses carrying strictly graduate credit as well as courses for advanced undergraduates when such courses are elected by graduate students for credit toward the higher degrees, by whatever department or in whatever school they are given.

In the Normal School Division fall the courses designed especially for elementary teachers in accordance with the regulations of the State Department of Education.

The courses offered in the College and Graduate Divisions (See Part II) are given by the regular departments of the University and carry credit toward the several degrees under the same regulations as in the regular college year.

The Normal School Division (See Part III) is operated under the direction of the School of Education. The courses offered in this Division are designed and conducted in accordance with the teacher-training curricula of the State Department of Education.

Professional Courses for Teachers

For a list of College courses offered in the Department of Education, see under Education, Part II of this bulletin.

For a list of the courses carrying Normal School credit only, see Part III of this bulletin.

Summer School Credits

In order to understand the credit allowances for work accomplished in the Summer School, and the total amount of credit that may be earned in one term or both, it is necessary to bear in mind the specific ends for which credit is sought or may be granted. It is further necessary to keep clearly in mind the University's technical meaning of the word *course* as distinguished from the popular meaning of the word, as, for example, "summer school *course*", meaning simply any subject pursued for six weeks. It is important, therefore, that the following definitions and distinctions concerning credits in the College and Graduate Divisions* be borne in mind:

The University expresses its degree requirements, and consequently its credits toward graduation, in terms of *courses* and not in terms of *semester hours* as is the more common practice among colleges and state departments of education. The regular college year is divided into three quarters and not two semesters as is the case in most institutions. The two terms of the Summer School together constitute a fourth or extra quarter. A course pursued through a quarter, classes meeting five times a week, carries a credit of one *course*. Thirty-six *courses* are required for graduation. These thirty-six courses are

* One course equals 3 1-3 semester hours. Thirty-six courses are required for the bachelor's degree. One-half course is equal to two semester hours.

equal to from 121 1/3 to 132 semester hours. The University's course, therefore, is equal to from 3 1/3 to 4 semester hours. The Summer School course meeting five times a week for six weeks carries a credit of ½ *course,* or a credit of two *semester hours.* A Summer School course meeting ten times a week for six weeks carries a credit of one *course* or four semester hours. A summer school course meeting five times a week through both terms carries a credit of one course.

Three *courses* constitute the student's normal load of work for the regular quarter and for the two terms of the Summer School. (Students in the graduate division are limited strictly to this amount of credit per quarter.) The undergraduate student may, if the Dean of the School in which he is registered approves, carry four courses and earn credit for four *courses.* Three half-courses (or one and one-half *courses*) constitute the student's usual load of work for one term of the Summer School. A student may, however, if his Dean approves, carry four half-courses (that is, four summer school courses) in one term. The total amount of credit that may be earned in the Summer School is six or eight semester hours.

Standard of Work

The standard of work in courses given for University credit will be in all respects that of the corresponding courses as given during the regular session, as these courses are an integral part of the work of the University. It is the hope of the University that, by giving such courses, increased service may be rendered to the growing body of teachers in the State who have already completed college courses or done some work of college grade and who now desire while in service to improve themselves along both professional and cultural lines.

Courses of Freshman and Sophomore grade will not be credited as graduate work. Courses of Junior and Senior grade if marked C. or G. in the statement of courses below, (See Part II of this announcement), may be given such credit as indicated in the regulations below. Definite information about the different credits that certain courses carry can be obtained at the time of registration.

Admission to Undergraduate Courses

Applicants for admission to courses of Freshman grade must satisfy the requirements for entrance as laid down in the University catalogue. These requirements comprise a total of 15 units selected from

the subjects of English, foreign languages (ancient and modern), history, mathematics and science. For details the applicant is referred to the University catalogue.

Applicants for courses of advanced standing must furnish evidence of work of college grade completed at this or another institution. Such evidence must consist of the official statement from the institution where the work was done, showing definitely the courses pursued and the amount of credit recorded. Admission to specific courses will be determined in each case by the department on the basis of previous preparation. In some instances the training in a branch of study derived from experience in teaching it will be taken into account.

Application for admission to undergraduate courses should be sent in advance to the Director of the Summer School. This application should be accompanied by certificates of preparation, or official statements from other institutions that the applicant has attended, and a list of the courses the applicant desires to pursue. Blanks for this purpose will be furnished on request.

The Graduate School

The Summer School offers excellent opportunities for carrying on advanced work in many fields of learning. Graduates of standard colleges are admitted to the Graduate School during the summer term on precisely the same basis as in the regular sessions. Such students may become candidates for advanced degrees or may register as special students in such courses as they desire.

Students who may wish to pursue in the Summer School courses leading to the Master's degree should, if possible, make application to the Dean of the Graduate School for such courses before June fifth and should send with their application a statement of their educational experience. This statement should include: (1) the name of the college from which the applicant has a bachelor's degree; (2) the time when the degree was taken; (3) the courses pursued; (4) teaching experience. The candidate must have a reading knowledge of French and German in case the professor in charge of his major work regards this as necessary for efficient work. In case he has not had sufficient training in certain departments to enable him to pursue strictly graduate courses, provision may be made in the Summer School for the making up of such deficiency.

No student will be allowed to carry during any one summer quarter work which amounts to more than three courses toward the degree. The

degree will in no case be conferred until the regular commencement next succeeding the summer session in which the work is completed.

1. *Admission.* Graduate students register in the office of the Dean of the Graduate School by filling out a form containing an abstract of their training and experience. Holders of degrees from standard colleges are admitted without examination upon presentation of their credentials. It will save time at registration if these credentials are submitted, and the application filled out, in advance of the opening of the Summer School. Blank forms may be had by writing to the Dean of the Graduate School.

Admission to the Graduate School is not the same as admission to candidacy for a higher degree. For admission to candidacy for a degree it is necessary for a student to have secured some credit here, such as study through one or more summers. Action on each case is postponed until the student has progressed sufficiently to make possible the planning of his course. This does not imply any increase in the length of time necessary for the attainment of the degree. It means simply that the individual record of each student, undergraduate as well as graduate, is taken into account in determining what must be done in order to secure the degree.

2. *Regulations as to Courses.* While graduate students may register for any of the courses offered by the Summer School Faculty, no courses will count for credit towards an advanced degree unless they are classified as graduate courses in this Bulletin or in the Bulletin of the Graduate School. These courses must be selected in accordance with the rules for major and minor subjects set forth in the catalogue issue of the Graduate Bulletin. In general, this means that two-thirds of a candidate's work during his entire period of residence (three summers being the usual time required) must be from one department, the remaining one-third being from a closely allied minor department. These courses must be completed with distinction, by which is meant that at least half of the work offered by the candidate must be of grade B or better, and that no grade below C will count for graduate credit.

3. *Requirements for the Master's Degree.* For a detailed description of the requirements for the degrees of Master of Arts and Master of Science, the student is referred to the catalogue issue of the Graduate Bulletin. These rules are the same in their application to Summer School students as in the case of students registered for the regular sessions. Teachers of experience whose credentials and work

are satisfactory to the Administrative Board may complete the requirements for the master's degree in three summer quarters. Such students will be expected to continue their studies during the year under the direction of the special committee in charge of their work, and may do part of the work required for their theses in this manner. In certain approved cases, also, a limited amount of credit may be transferred for work done in another University. Every such case is treated individually and must be approved by the Administrative Board, on recommendations of the Department of Major study, at the time application is made for admission to candidacy for a higher degree. Students who are not admitted under these special conditions will find three and one-half or four summers necessary for the completion of the requirements for the Master's degree.

The thesis must be written in accordance with provisions stated in the *Graduate Bulletin.* It may count not to exceed two courses. This thesis may be handed in, and the final oral and written examinations may be taken, at any time during the year. Graduate degrees are conferred only at the University Commencement in June.

4. *Further Information.* All students who purpose to do work leading to an advanced degree should read carefully the catalogue issue of the *Graduate Bulletin,* which will be sent on application to the Dean of the Graduate School.

Summer School Certificates and Professional Credits

At the close of each term regular examinations will be held, and certificates will be issued to those who pass satisfactory examinations on the courses pursued. These certificates state definitely the courses pursued and the grades attained.

Records of all students desiring professional credit with the State Department of Education will be sent to the Director of Certification immediately after close of each term of the Summer School, provided record cards, furnished for this purpose by the State Department of Education, have been carefully filled out by such students and turned in to the office of the registrar.

Demonstration School

During the first term only the elementary grades of the Chapel Hill School will be operated as a Demonstration School for the classes in Elementary Education.

Teachers' Bureau

A Teachers' Bureau is maintained during the Summer School for the benefit of teachers desiring a change in position. Many applications for teachers are received each year while the Summer School is in session, and many Superintendents visit the Summer School for the purpose of employing well qualified teachers. In order that the management may keep closely in touch with available teachers and be enabled thereby to render prompt service to school officials applying for teachers, all well qualified applicants in attendance are invited to register with the Teachers' Bureau. No fee has hitherto been required, nor has any charge been made for this service. In 1925 a nominal fee of 50 cents will be charged to cover a part of the cost of necessary incidentals. Applicants are expected to file with the Bureau photograph and typewritten testimonials or letters of recommendation.

The Library

The University Library, containing more than 142,000 volumes and over 25,000 pamphlets, will be open daily to the students of the Summer School. Excellent opportunities are here afforded the students for wide reading and special research. Model libraries are exhibited during the term for (a) Teachers, (b) Rural Elementary Schools, (c) High Schools. These suggestive collections may be consulted at any time.

The Gymnasium

During the Summer School the Gymnasium will be used for the classes in Physical Education and for Social Activities conducted under the auspices of the Y. W.-M. C. A.

The Infirmary

During the Summer School the University Infirmary will be open for the convenience of the students in attendance. The Infirmary will be under the direction of Dr. Eric A. Abernethy, Physician to the Summer School, and Mrs. Flora Rice, Nurse, who, with an assistant, will be constantly in attendance. There will be no extra charge for the services of the Physician or of the Nurse, except in cases of prolonged and serious illness necessitating a special nurse. The Summer School Physician will be at the Infirmary two periods a day for consultation and advice. At these hours students of the Summer School will be given the opportunity to consult the Physician about any matters pertaining to their health.

Registration and Tuition Fees

Each matriculate in the Summer School is required to pay a flat registration fee of $15.00 for each term.

In addition to the registration fee, a tuition fee of $10 for each term will be charged all matriculates who are not teachers in the schools of North Carolina. (For conditions under which free tuition is granted to teachers, see below under "Free tuition for Teachers".) The payment of the $10 tuition fee will permit students to register for three summer school courses, or fifteen hours work per week. If a fourth course is desired, an additional fee of $5 will be required. For a detailed statement of the various fees charged and the purposes for which they are charged, see below under "Summary of Fees and Expenses."

Train Schedules

There are two trains a day, except Sunday, from University Station to Chapel Hill. The noon train arrives at 12:10 and the evening train at 5:40. Those who can conveniently do so would do well to arrange their trip so as to reach Chapel Hill on the noon train. Be sure to buy your ticket to Chapel Hill Station and have your baggage checked to this point (and not to the University Station, which is ten miles or more from the University).

Delivery of Baggage

The Summer School management will deliver the baggage of students at their dormitories, provided their checks are given only to the official representative of the Summer School at University Station or at Chapel Hill Station. During the registration periods a Bureau of Information will be maintained at University Station, and an official representative of the Summer School will be on hand to take up baggage checks and give such information as incoming students may desire. Give your checks to this representative and your baggage will be delivered promptly and without charge if you occupy a room in one of the University dormitories. A charge will be made for trunks delivered off the campus.

Table Board

Good table board will be furnished at *Swain Hall* for $35.00 a term, payable at the beginning of the term. Seven hundred boarders can be accommodated at *Swain Hall.*

Dormitory Accommodations

For the accommodation of ladies in attendance upon the Summer School the following buildings will be open: *Old East, Old West, Steele, Grimes, Manly, Mangum, Ruffin, "F," "G" and "J" Dormitories.* Reservation of rooms may be made any time.

For the accommodation of men in attendance upon the Summer School the following dormitories will be open: *Battle, Vance, Pettigrew,* and *Smith Buildings.*

The *Carr Building* will be held for married couples.

During the Summer School each of the dormitories for women will be in charge of a capable chaperon who will see that the University's regulations regarding the health, comfort, and safety of the students are carried out, and who will be always ready to give the young ladies such advice and assistance as they may need.

Shower baths in all Dormitories.

The *Carr Building* contains 32 rooms and will accommodate 70 students.

The *Smith Building* contains 40 rooms and will accommodate 76 students.

The *Battle, Pettigrew,* and *Vance Sections* of the new dormitories contain 72 rooms en suite and will accommodate 144 students, 4 students to the suite.

The *Old East Building* contains 39 rooms and will accommodate 75 students.

The *Old West Building* contains 39 rooms and will accommodate 75 students.

The *Steele Building* contains 36 rooms and will accommodate 70 students.

Grimes, Manly, Mangum, and *Ruffin Dormitories* contain 45 rooms each, and will accommodate 90 students each.

"F," "G," and "J" Dormitories contain 56 rooms each, and will accommodate 112 students each.

Room rent in any of these dormitories is $7.50 per student (two, three or four to the room) for the term of six weeks, *payable in advance.*

Rooms in the University dormitories will not be ready for occupancy by the Summer School students until Friday noon, June 12.

All ladies under 24 years of age registered in the Summer School are required to live in the University Dormitories except those who live at home with their families in Chapel Hill.

Reservations Must Be Made in Advance

Students desiring rooms in the University buildings must have their reservations made in advance, or the management cannot guarantee to them accommodations. Each application for a reservation should be accompanied by a check for $7.50 to cover room rent for the term. *Make all checks payable to the University of North Carolina.* Application should be made to the Director of the Summer School prior to June 1st, in order that applicants may be notified before leaving home whether or not their reservations have been made as requested.

Those who find it necessary to communicate with the Summer School office by telephone about reservations should call Mrs. A. C. Pickard, Secretary, through whom all room reservations for the Summer School are made.

What the Student Must Furnish

Students occupying rooms in the University dormitories must furnish their own bed linen, pillows, towels, etc. Each student who secures a room in one of these dormitories will be expected to bring the following articles:

1 pillow.
2 pairs pillow-cases.
2 pairs of sheets (for single bed).
2 counterpanes.
6 towels.

Laundry Department: Fee

The University owns and operates a modern laundry which is conducted on a strictly scientific basis. Students (except those who live with their families in Chapel Hill) are required to send their work to the University laundry. A laundry fee of six dollars to be paid at the time of registration is required of each student, against which a charge is made for the work done. If the amount of work done exceeds the amount of this deposit, the student is required to pay the excess. If the amount of work done is less than the deposit, the balance is refunded, except that a minimum average charge of twenty cents per week will be made.

All work is accepted on piece-price basis. The charges are exceedingly reasonable and are made strictly in accordance with the cost of operation. This enables the students to get their laundry work at a cost below the usual commercial prices.

The laundry accepts complete responsibility for all goods intrusted to its care and will pay for any articles lost or damaged.

Books and Materials

Students of the Summer School will be expected to provide themselves with all books and materials required for their individual use in the courses pursued. Most of the texts to be used are announced in connection with the description of the various courses. Students may procure their books before coming to the Summer School, or they may get them here at the Book Exchange, or at the Chapel Hill bookstores at the usual market prices.

Chapel Exercises

Chapel exercises will be conducted in Memorial Hall each morning at 11:00 o'clock. At this time there will be a short prayer and song service. The chapel music will be under the direction of a member of the Music Department. All general announcements will be made at chapel, and frequently there will be short addresses on topics of current and general interest.

Two days each week, Monday and Friday, chapel attendance is required of all students registered in the Summer School.

Schedule

In the Summer School schedule the day is divided into periods as follows:

MORNING HOURS

First Period	8:00 to 9:00
Second Period	9:00 to 10:00
Third Period	10:00 to 11:00
Chapel Period	11:00 to 11:30
Fourth Period	11:30 to 12:30
Fifth Period	12:30 to 1:30

AFTERNOON HOURS

First Period	3:00 to 4:00
Second Period	4:00 to 5:00
Third Period	5:00 to 6:00

A daily schedule of recitations showing the hours and places of meeting for the various classes should be secured by each student at the time of registration.

Recreation and Entertainment

In addition to the regular courses of instruction scheduled in the various departments, there will be some form of recreation and entertainment provided each week while the Summer School is in session. For particulars see Part IV of this Bulletin.

Reduced Fares

Reduced railroad rates on the round trip identification plan have been authorized from Washington, D. C., and stations in North Carolina, South Carolina, Virginia, and from Augusta, Georgia, on the following lines: C. C. & O. Railway, Southern Railway, Norfolk-Southern Railroad, and the Seaboard Air Line Railway. The Atlantic Coast Line Railroad and the Charleston and Western Carolina Railroad will authorize reduced rates from competitive points only, on the basis of fare and one-half for the round trip, minimum excursion rate $1.00, tickets to be sold only upon presentation of identification certificates to ticket agents at the time of purchase of tickets.

Identification certificates will be mailed out to all prospective members of the Summer School. These may be had on application to the Director of the Summer School.

Expenses for Each Term

Not counting the cost of such variable items of expense as travel, books and materials (including laboratory fees), and laundry, and excluding all other incidental and extra charges, the fixed items of expense, each term, for those who live in the college dormitories and take their meals at Swain Hall, are as follows:

	each term
Table Board at Swain Hall	$35.00
Room in University Dormitory	7.50
Registration Fee (on Regular Registration Days)	15.00
Tuition Fee (Registration Limited to 3 courses)	10.00
Total (for those who are not Teachers)	$67.50
Exemption for Teachers (Registration Limited to 3 courses)	10.00
Total for Teachers (Registration Limited to 3 courses)	$57.50

A Laundry Fee of $6.00 will be charged all registrants at the time of registration. (See Laundry Department: Fee, page 25.)

Free Tuition for Teachers*

Teachers now in service in the schools of North Carolina and residents of the state who are preparing to teach may be exempt from the payment of the $10 tuition fee under the following conditions:

1. They must be eligible to enter the Summer School.
2. They must make application for the free tuition privilege.
3. A teacher now in service must file with his application a statement from his superintendent or principal to the effect that he was in service as a teacher in the schools of North Carolina in the year 1924-'25.

* The word "teachers" as here used is meant to include not only teachers but principals, supervisors, and superintendents.

4. Residents of the state who are preparing to teach will be required to sign the usual teacher's agreement to teach in North Carolina or to pay the tuition within a given length of time in case they do not teach.
5. Those who are not residents of the state, but who at the time of registration have been employed to teach in North Carolina for the year 1925-'26 will be accorded the same free tuition privilege as if they were residents of the state preparing to teach.
6. All students availing themselves of the free tuition privilege for teachers will be required to satisfy the state's professional requirements for the class of certificate they are seeking, or the professional requirements for that class of certificate next above the class of certificate now held. This does not mean that the professional requirements must be met in full in the summer of 1925, but they must be met by the time the academic requirements for the next higher class of certificates are met.

All forms used in the administration of the free tuition privilege may be had at the Director's office. Teachers in service will save themselves considerable delay by securing from their school officials in advance the statements referred to in section 3 above.

Summary of Fees and Expenses

In all cases, unless otherwise noted, the fees listed below are to be paid to the University Treasurer at the time of registration or at the time the service is rendered for which the fee is charged.

1. *Registration Fee, $15.00.* Required of all registrants, except Kinscella pupils.
2. *Tuition Fee, $10.00.* Required of all except teachers. See Free Tuition for Teachers, p. 27.
3. *Extra Tuition Fee, $5.00.* Required of those only in the College and Graduate Divisions allowed to register for more than 3 courses. (This does not apply to those registering in the Normal School Division.)
4. *Late Registration, $2.00.* Required of every student in the First Term registering after June 13, and of every student in the Second Term registering after July 22.
5. *Changes in Registration, 25 cents each.* After June 15 a charge of 25 cents will be made for each change a student makes in his registration for the First Term. After July 23 the same charge will be made for each change in registration for the Second Term.
6. *Laundry Fee, $6.00.* Required of all registrants, except Kinscella pupils (who are here for two weeks only). This fee may be refunded to students who live at home and have their laundry work done elsewhere than at the University Laundry. See Laundry Department, p. 25.
7. *Kinscella Institute, $30.00.* Each special student in the Kinscella Institute will pay a flat fee of $30.00 for the course, and will not be required to pay the $15.00 registration fee. Students regularly enrolled in the Summer School and desiring to register in the Kinscella Institute will pay a special fee of $25.00 for the course. This fee is paid at the office of the Department of Music.

8. *Season Ticket to Attractions, $1.00.* The payment of this fee is entirely optional. It is a nominal charge for a general admission season ticket, each term, for the program of attractions put on by the Summer School. (For particulars, see page 74.) This fee is paid at the Director's office at the time the tickets are delivered.

9. *Teachers Bureau, 50 cents.* Required of those only who register with the Bureau. This is only an incidental fee and not in any sense a service fee.

10. *Room Rent, $7.50.* This is paid through the office of the Director at the time the reservation is made.

11. *Table Board, $35.00.* A flat charge for board at Swain Hall for each term of the Summer School. Payable to the Treasurer at the time of registration by those desiring board at Swain Hall.

12. *Music Fees.* These vary for different courses. (See list of courses offered by the Department of Music.) In addition to the tuition fee a special fee of $2.00 for the term is charged those desiring assignment to a practice room. All music fees are paid at the office of the Department of Music.

13. *School of Commerce Library Fee, $1.00.* Charged each student in the School of Commerce.

14. *English 34, $2.00.* Each student registering for English 34, Dramatic Production, is required to pay a laboratory fee of $2.00.

15. *Laboratory Fees.* These vary for the different departments and for different courses in the same department. They are as follows:

Botany:

s1	$4.00

Chemistry:

s1	4.00
s2	4.00
s31	10.00
s35	10.00
s41	10.00
s45	7.00
s46	7.00
s61	7.00
s62	7.00
s117	10.00
s147	10.00
s177	10.00
s197	10.00

Commerce:

Library Fee	1.00
sA	3.00
s1	3.00
s2	3.00

Geology:

s1	3.00
s2	3.00
s21	2.50
s91-92	30.00

Physics:

s1	2.50
s2	4.00
s13	2.50

Psychology:

s1	1.00
s2	1.00
s104	1.00
s104b	1.00

Zoölogy:

s1(b)	5.00

Refund of Fees

1. Fees paid in advance for room reservation will be refunded on application up to and including June 1st but not after that date.

2. If for any reason a student, after registering, finds it necessary to withdraw from the Summer School, registration and tuition fees, on application presented within the dates specified below, will be refunded, but in strict accordance with the following regulations:

(1) If application is made within the registration period, the amount paid, less a flat overhead charge of $2.50, will be refunded.

(2) If application is made within a period of 5 days after class work begins, a flat overhead charge of $10.00 will be deducted from the amount paid and the remainder refunded.

(3) After a period of 5 days from the time class work for the term begins, no refund of registration and tuition fees will be made, except in the case of illness necessitating the student's withdrawal, in which case a proper adjustment will be made within a period of 10 days after class work begins.

(4) In case of a student's withdrawal from the Summer School, proper adjustment will be made in the charges for table board, laboratory fees, and laundry fees. After necessary deductions are determined by the department concerned in each instance, appropriate refunds of any unused part of such charges or fees will be made to the student.

CONFERENCE ON PROBLEMS OF ELEMENTARY EDUCATION

July 9, 10, 11

July 9, 10, 11, a three-day conference on problems of Elementary Education in North Carolina will be held at Chapel Hill. This conference is sponsored jointly by the State Department of Education and the Summer School. It will be presided over by Honorable A. T. Allen, State Superintendent of Public Instruction. More definite announcement concerning the conference will be made later from the office of the State Superintendent of Public Instruction by circular letter to be sent out to state school officials and given publicity through the state press.

PART II—DEPARTMENTS OF INSTRUCTION

COLLEGE AND GRADUATE COURSES

The letter s, meaning summer, is prefixed to the numbers of courses to distinguish them from the numbers employed in the annual catalogue to designate the courses of the regular college year.

The letter N indicates that the course counts for "normal credit," i.e., credit towards a state certificate. The letter C indicates that a course is of college grade and may be counted toward the bachelor's degree in the appropriate School or College of this University as indicated by the Roman numerals added after the statement of the amount of credit carried by the particular course. The letter E in the case of French and Spanish courses indicates that entrance credit is given. In this scheme of numerals I means College of Liberal Arts; II, School of Education; III, School of Commerce; IV, Premedical course, or for S.B. in Medicine; V, School of Applied Science; the abbreviation G indicates that a course so marked is of graduate grade and may be counted toward the master's degree.

In most courses, it will be observed, the hours have not been scheduled. A daily schedule of recitations showing the hours and places of meeting should be secured by each student before registering.

A course extending through the Summer Quarter is marked *Both terms,* one offered and completed in a single term of the quarter is marked *First or Second term,* as the case may be.

Any changes in courses as announced will be shown in a *Supplementary Announcement* to be published prior to the opening of the Summer School. The student should secure a copy of this before registering.

ART HISTORY

Greek s14 MASTERPIECES OF GREEK LITERATURE IN ENGLISH TRANSLATIONS.

Credit, ½ course. C. I, II. Five hours a week. Junior and Senior elective. First term. Mr. Bernard.

Selections from the Epic, Lyric, Drama, and Plato's Dialogues will be studied with a view to their influence on modern literature. The course is a condensed form of the college course known as Comparative Literature 14.

Greek 14 may also be taken as a graduate course. In such case the scope of the work will be considerably expanded and concentrated on some special phases of the subject required. Graduate students desiring to register for this course will register for Greek 114.

Greek s61. ART HISTORY.

Credit, ½ course. C. I, II. Five hours a week. Junior and Senior elective. First term. Mr. Bernard.

Lectures on the architecture and sculpture of Greece and Rome with lantern slide illustrations accompanying each lecture. This course has two objects: first, to impart a knowledge and appreciation of the masterpieces of the world's greatest art era; second, to trace the principles then worked out into modern design and workmanship, thus making possible a better understanding of modern architecture.

Greek s114. MASTERPIECES OF GREEK LITERATURE IN ENGLISH TRANSLATIONS.

Credit, ½ course. G. (See Greek s14.)

BIOLOGY

(See under BOTANY and ZOÖLOGY below.)

BOTANY

s 1. GENERAL BOTANY.
Credit, 1 course. C. I, II, III, IV, V. Five lectures and ten laboratory hours a week. Second term. MR. TOTTEN.
It will be the object of this course to give an introduction to the structure and classification of plants. Study will be made of the algæ, fungi, mosses, ferns, and seed plants, but most emphasis will be placed upon the seed plants. Lectures with laboratory and field work. A considerable part of the work will be out of doors in a study of the trees, shrubs, and herbs of Chapel Hill and of the introduced ornamental plants found in the Arboretum. This course covers much the same ground and carries the same credit as Botany 1 given in the Fall and Spring Quarters. Text: Smith, Overton, Gilbert and others. A textbook of General Botany. Freshman, Sophomore, Junior and Senior elective. Registration for this course will be limited to 30. Laboratory fee, $4.00.
NOTE.—Field trips for those not registered in Botany. Mr. Totten will conduct at least one field trip a week through the Arboretum or woods about Chapel Hill for those wishing a casual acquaintance with our commoner plants and ornamentals.

CHEMISTRY

Courses for Undergraduates

s 1. GENERAL DESCRIPTIVE CHEMISTRY.
Credit, 1 course. C. I, II, III, IV, V. Four lectures and four hours laboratory weekly. Both terms. First term, MR. BELL and MR. JENNINGS. Second term, MR. VILBRANDT and MR. CROCKFORD.
A study of the non-metallic elements and their compounds. Laboratory fee, $4.00.

s 2. GENERAL DESCRIPTIVE CHEMISTRY.
Credit, 1 course. C. I, II, III, IV, V. Four lectures and four hours laboratory weekly. Both terms. First term, MR. BELL and MR. JENNINGS. Second term, MR. VILBRANDT and MR. CROCKFORD.
A study of the metals and their compounds. Laboratory fee, $4.00.

s 13. CHEMISTRY OF FOODS.
Credit, 1 course. C. I, II, IV, V. Five lectures weekly. Both terms. First term, MR. WHEELER. Second term, MR. EDMINSTER. Prerequisite, Chemistry 1-2.
Digestion processes, and the composition, preservation, adulteration, and industrial production of foods.

s 31. QUALITATIVE ANALYSIS.
Credit, 1 course. C. I, II, IV, V. Four hours daily. First term. MR. DOBBINS and MR. JENNINGS.
Prerequisite, Chemistry 1-2.
Lectures and laboratory work including practice with unknown mixtures. Laboratory fee, $10.00.

s 35. ANALYTICAL CHEMISTRY.
Credit, 1 course. C. IV. Nine hours weekly. Both terms. First term, MR. DOBBINS and MR. JENNINGS. Second term, MR. EDMINSTER.
Prerequisite, Chemistry 1-2.
A brief course in qualitative analysis followed by a course in gravimetric and columetric analysis. Open only to students in the S.B. IV, Premedical, and Pharmacy courses. Laboratory fee, $10.00.

s 41. QUANTITATIVE ANALYSIS.
Credit, 1 course. C. I, II, IV, V. Nine hours weekly. Both terms. First term, MR. DOBBINS and MR. JENNINGS. Second term, MR. EDMINSTER.
Prerequisite, Chemistry 31.
Gravimetric Analysis. Laboratory work, lectures and stoichiometric exercises. Laboratory fee, $10.00.

s 45. TECHNICAL QUANTITATIVE ANALYSIS.
Credit, 1 course. C. I, V. Four hours daily. Second term. MR. VILBRANDT.
Prerequisite, Chemistry 41-42.
Water, oil, fuel, and gas analysis. Laboratory fee, $7.00.

s 46. TECHNICAL QUANTITATIVE ANALYSIS.
Credit, 1 course. C. I, V. Four hours daily. Second term. MR. VILBRANDT.
Prerequisite, Chemistry 41-42.
Steel, cotton products and miscellaneous materials. Laboratory fee, $7.00.

s 61. ORGANIC CHEMISTRY.
Credit, 1 course. C. I, IV, V. Four lectures and four hours laboratory weekly. Both terms. First term, MR. WHEELER and MR. HARRIS. Second term, MR. EDMINSTER and MR. CROCKFORD.
A course in elementary organic chemistry, covering the major portion of the aliphatic series. Laboratory fee, $7.00.

s 62. ORGANIC CHEMISTRY.
Credit, 1 course. C. I, IV, V. Four lectures and four hours laboratory weekly. Both terms. First term, MR. WHEELER and MR. HARRIS. Second term, MR. EDMINSTER and MR. CROCKFORD.
The Carbocyclic and Heterocyclic Series. Laboratory fee, $7.00.

Courses for Graduates

s114. ADVANCED TECHNICAL CHEMISTRY.
Credit, ½ course. G. Second term. MR. VILBRANDT.

s144. ADVANCED ANALYTICAL CHEMISTRY.
Credit, ½ course. G. First term. MR. DOBBINS.

s174. ADVANCED ORGANIC CHEMISTRY.
Credit, ½ course. G. First term. MR. WHEELER.

s194. ADVANCED PHYSICAL CHEMISTRY.
Credit, ½ course. G. First term. MR. BELL.
Seminar courses, readings and discussions of special chapters.

Research Courses

s117. RESEARCH IN TECHNICAL CHEMISTRY.
Credit, 1 course. G. Second term. MR. VILBRANDT.
Laboratory work with daily conferences with the professor and reference to the literature relating to the subject for research. Laboratory fee, $10.00.

s147. RESEARCH IN ANALYTICAL CHEMISTRY.

Credit, 1 course. G. First term. MR. DOBBINS.
Laboratory work with daily conferences with the professor and reference to the literature relating to the subject for research. Laboratory fee, $10.00.

s177. RESEARCH IN ORGANIC CHEMISTRY.

Credit, 1 course. G. First term. MR. WHEELER.
Laboratory work with daily conferences with the professor and reference to the literature relating to the subject for research. Laboratory fee, $10.00.

s197. RESEARCH IN PHYSICAL CHEMISTRY.

Credit, 1 course. G. First term. MR. BELL.
Laboratory work with daily conferences with the professor and reference to the literature relating to the subject for research. Laboratory fee, $10.00.

COMMERCE AND ECONOMICS

Commerce

(Courses in Commerce count for credit only toward the degree of S.B. in Commerce.)

s A. RESOURCES AND INDUSTRIES.

Credit, 1 course. C. III. Ten hours a week. First term. Laboratory fee, $3.00. MR. ZIMMERMAN.
A geographical, technological, and economic study of resources and commodities together with a brief outline of the most important processes of basic industries.
The classroom work—lecture, recitation and laboratory—is supplemented by weekly moving pictures. Excursions to representative industrial establishments.

s 1. ACCOUNTING: PRINCIPLES.

Credit, 1 course. C. III. Ten hours a week. First term. Laboratory fee, $3.00. MR. HEARNE.
Prerequisite or corequisite, Economics 1-2.
Lectures with laboratory work. Study of theory of debit and credit, record making, organization of accounts, and presentation of financial and profit and loss statements. Laboratory exercises in accounting problems and technique.

s 2. ACCOUNTING: PRINCIPLES.

Credit, 1 course. C. III. Ten hours a week. Second term. Laboratory fee, $3.00. MR. HEARNE.
Prerequisite, Commerce 1.

Lectures with laboratory work. An approach to accounting problems from the business manager's point of view. It consists of a thorough study of the organization of the accounting department of a business and its relation to the other departments, accounting systems, construction and analysis of accounting statements. The principles of valuation of assets, depreciation, and bonds are also covered, and a general survey made of such fields as cost, municipal, and railway accounting.

s 10. BUSINESS ORGANIZATION.

Credit, 1 course. C. III. Ten hours a week. First term. MR. ZIMMERMAN.
Prerequisite, Economics 1-2.

The forms of business organization with emphasis on the corporation. The external relations of a business organization and the internal coördination of the factors in production with a view to the establishment of effective control and definite responsibility for results. Special attention will be directed to the various functions to be performed, such as, production, finance, personnel, marketing, risk-taking, and records and standards.

Economics

s 1. GENERAL ECONOMICS.

Credit, 1 course. C. I, II, III, IV, V. Ten hours a week. First term. Mr. Carroll and Mr. Kibler.

This course covers the same ground as Economics 1 in the regular session and is planned to give an understanding of the general principles underlying our complicated industrial life. The first part of the course deals with the organization of economic society. This survey is followed by a critical analysis of certain phases of the economic process, production, consumption, and the market.

s 2. GENERAL ECONOMICS—(continued).

Credit, 1 course. C. I, II, III, IV, V. Ten hours a week. Second term. Mr. Atkins.

Prerequisite or corequisite, Economics 1.

The subject matter of this course is the same as that of Economics 2 in the regular session. The analysis of the economic process started in Economics 1 is continued and completed. The exchange and distributing processes are examined. The remainder of the course will deal with with the problems of monopoly and combination, transportation, labor, public finance, and economic reform. The object will be to give the student an understanding of the fundamental aspects of these subjects, sufficient for a comprehensive, well-organized basis for independent constructive thinking, or an adequate foundation for advanced study in the field of economics and industry.

s 10. MONEY AND CURRENCY.

Credit, 1 course. C. I, II, III, IV, V. Ten hours a week. First term. Mr. Kibler.

Prerequisite, Economics 1-2.

Origin and functions of money. The standard problem. Relationship between money and prices. Economic principles governing the issuance and retirement of credit money. International gold movements. Inflation and deflation. Effects of the war upon the world's monetary systems.

s 11. BANKING AND CREDIT.

Credit, 1 course. C. I, II, III, IV, V. Ten hours a week. Second term. Mr. Murchison.

Prerequisites, Economics 1-2 and 10.

The place of the commercial bank in the economic organization. Functions and major operations of a bank. Relationships between loans and discounts, deposits, reserves, capital, and surplus. Process of financing the business man. Investigating the credit risk; determining the line of credit. The banking system as a whole: clearing house associations, correspondent banks, bankers' banks, the Federal Reserve system. Government control of banking.

s 12. BUSINESS CYCLES.

Credit, 1 course. C. I, II, III, IV, V. Ten hours a week. Second term. MR. MURCHISON.

A study of the alternating periods of depression and prosperity. The underlying causes of panics and crises. Fluctuations in prices, trade volume, and physical production.

s 30. THE LABOR PROBLEM.

Credit, 1 course. C. or G. I, II, III, IV, V. Ten hours a week. Second term. MR. ATKINS.

Prerequisite, Economics 1-2.

This course is designed to survey the position of the worker in contemporary society. To this end it is divided into two parts, the first being a critical examination of typical work-life situations, with such topics as the coal miners, steel workers, agricultural groups, casual laborers, cotton mill operatives, and the clothing workers; the second, the advent of the machine, the labor market, accident, disease, sickness, and old age, standards of living, unionism, coöperation, political action, employers' activities, and the assertion of public interests in form of legislative control.

s 40. THEORIES OF ECONOMIC REFORM.

Credit, ½ coures. C. or G. I, II, III, IV, V. Five hours a week. First term, MR. CARROLL.

Prerequisite, Economics 1-2.

The object of this course will be to examine critically the most prominent of the current proposals of economic reform, such as socialism, Bolshevism, the single tax, profit sharing and labor co-partnerships, and industrial democracy. This course may be taken by those who wish neither college nor graduate credit.

EDUCATION

s 1a,b. INTRODUCTION TO EDUCATIONAL PSYCHOLOGY.

Credit, ½ course, each term. C. I, II. Five hours a week. Both terms. First term (two sections, 1a and 1b), MR. GARRINGER. Second term (1a and 1b), MR. GARRINGER.

Education is viewed in this course as a series of changes in individual pupils. The elementary principles of educational psychology will be illustrated and studied through assigned readings, experiments, and discussions. Required of all students in the School of Education who do not elect Psychology 1-2. Text: Gates, *Psychology for Students of Education.*

NOTE.—A student who wishes to do so may register for both 1a and 1b in the same term, and thus get credit for the full course.

s20a,b. EDUCATIONAL PSYCHOLOGY.

Credit, ½ course, each term. C. I, II. Five hours a week. Both terms First term (both sections 20a and 20b), MR. JORDAN and MR. GARRINGER Second term, 20b, MR. JORDAN.

A systematic course in Educational Psychology following either Education 1 or Psychology 1-2. It considers critically such topics as instincts, the laws of learning, individual differences, mental fatigue, and mental measurement. Text: Thorndike, *Educational Psychology (Briefer Course).*

NOTE.—A student who wishes to do so may register for both 20a and 20b in the same term, and thus get credit for the full course.

s26b. PUBLIC EDUCATION IN THE SOUTH.

Credit, ½ course. C. or G. I, II. Five hours a week. First term. Mr. Knight and Mr. Briggs.

In this course the present status and problems of education in the Southern States are studied in the light of their historical development. A brief survey of the theories and practices which obtained prior to 1861 is followed by an explanation of conditions between 1861 and 1900. Special attention is then given to a detailed treatment of the economic, social, and political influences which promoted the educational revival after 1900. Present problems in organization, administration, and supervision of rural education in the South are carefully considered. Textbook, lectures, readings, investigations, and special reports.

s31b. RURAL SCHOOL ORGANIZATION AND ADMINISTRATION.

Credit, ½ course. C. or G. I, II. Five hours a week. First term. Mr. Knight and Mr. Hampton.

This course is planned for teachers and principals of rural or village schools, county superintendents and rural supervisors. The conditions and principal problems of rural education in the United States are considered, with special attention to conditions in North Carolina and the South. The organization, administration, supervision, and support of rural schools, the county unit plan, consolidation and transportation will be carefully considered. Special attention will be given to the new school code of North Carolina. Textbook, lectures, special reports, and illustrative lectures.

s 45. THE JUNIOR HIGH SCHOOL.

Credit, ½ course. C. or G. I, II. Five hours a week. First term. Mr. Terry.

History and functions of the reorganization movement. Features and administrative problems of the new organization, such as the subjects of study, educational guidance, extra-curricular activities, qualifications of teachers, buildings and equipment, etc. Assigned texts, readings, lectures, and special reports.

s46ab. CLASSROOM MANAGEMENT.

Credit, ½ course each term. Five hours a week. C. I, II. Both terms. Mr. Stevens.

A course for prospective teachers on the organization and direction of activities in the classroom as distinguished from the administration of an entire school. Class routine, lesson planning, conduct of the recitation, and extra-curricular activities will be included. Textbook, special readings, observations, and reports.

s48ab. (a) THE SUPERVISION OF INSTRUCTION. (b) THE CLASSIFICATION OF PUPILS.

Credit, ½ course each term. C. or G. I, II. Five hours a week. (a) First term; (b) second term. Mr. Trabue.

Various methods and devices for securing a satisfactory classification of pupils and for improving instruction offered by teachers will be studied and discussed. A good course in educational measurements is prerequisite. Textbooks, investigations, observations, reports, and discussion.

s49ab. EDUCATIONAL ACCOUNTING: (a) FINANCE ACCOUNTING. (b) CHILD ACCOUNTING.

Credit, ½course each term. C. or G. I, II. Five hours a week. (a) First term. (b) Second term. Mr. Trabue and Mr. Stevens.

This course for superintendents, principals and supervisors will consider the fundamental principles and purposes of accounting, the various systems now in use in the public schools of North Carolina, and the improvements which are most urgently needed. The printed forms, equipment, labor saving devices, and clerical service required for schools of different sizes will be studied from the standpoint of costs and efficiency. Assigned readings, practical problems, class discussions, and individual reports.

s51ab. PRINCIPLES OF SECONDARY EDUCATION.

Credit, ½ course each term. C. I, II. Five hours a week..
Prerequisites, Education 1 and 20, or the equivalent, and at least junior standing. (Two sections.) MR. MOSHER.
A study of the American high school, its evolution, organization, administration, functions, and problems. Special emphasis will be laid on the public high school in North Carolina. This course is designed especially to meet the needs of those students who are looking toward principalships in small high schools. Textbooks, lectures, assigned readings. *The Principles of Secondary Education* by Inglis will be used as the basis of this course.

s52ab. GENERAL METHODS IN SECONDARY EDUCATION.

Credit, ½ course each term. C. I, II. Five hours a week. Prerequisites, Education 1 and 20, or the equivalent, and at least junior standing. First term, a (two sections). MR. BAKER.
The course deals with a general survey of the nature of the secondary school pupil and of the nature of the subject matter taught in secondary schools; a study of the laws of learning which underlie and determine the conduct of the recitation and the management of the class. Considerable attention is given to the types of learning involved in the different high school subjects and economical methods of instruction. The first half of this course is based upon Colvin's *Introduction to High School Teaching;* the second half, upon Parker's *Methods of Teaching in High Schools.*

s 54. THE PSYCHOLOGY OF HIGH SCHOOL SUBJECTS.

Credit, ½ course. C. or G. I, II. Five hours a week. Second term. MR. JORDAN and MR. GARRINGER.
Prerequisites, Education 1 and 20, or the equivalent, and at least senior standing.
This course will consider the function of the various subjects usually listed in the high school program of studies, together with an analysis of these subjects from the viewpoint of the psychologist. A course in applied psychology. Textbook, discussions, and readings.

s56a,b. MEASUREMENTS IN SECONDARY EDUCATION.

Credit, ½ course, each term. C. or G. I, II. Five hours a week. Both terms. MR. TRABUE.
The elementary statistical methods necessary for the interpretation of the results of educational measurements will be taught in the early meetings of this course. Samples of the scales and tests will be examined and discussed, and critical analysis will be made of the conclusions which have been drawn from their use in various high schools. Class experiments, lectures, readings, and reports.
The second half of this course will consist of special investigations by members of the class, involving both published reports and unpublished data regarding the achievements and character of secondary school pupils, especially in North Carolina.

s62a. MEASUREMENTS IN ELEMENTARY EDUCATION.

Credit, ½ course, each term. C. or G. I, II. Five hours a week. Each term. MR. TRABUE and MR. STEVENS.

The first half (a) of this course will introduce the student to methods of administering, scoring, tabulating, and interpreting the results of the best tests in the field of elementary education. Textbook, assigned readings, special reports, and class exercises.

s 63. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS.

Credit, ½ course. C. or G. I, II. Five hours a week. First term. MR. JORDAN.

The psychological processes involved in the learning of reading, writing, arithmetic, history and geography. The application of the laws of learning is made to the arrangement of material within each subject. Students registering for this course should have had Education 1 or Psychology 1-2 and one further course in Education. Text-book: Freeman, *Psychology of Common Branches.*

s 64. MENTAL MEASUREMENT.

Credit, ½ course. C. or G. I, II. Five hours a week. Second term. MR. JORDAN.

This course considers mental tests in their relation to the problems of classification of pupils and the supervision of their instruction. The problem of the correct placing of pupils so that they may progress at their best rate is a vital one. This course is designed to aid in solving this problem. Students registering for this course should have had Education 1 or Psychology 1-2 and one other course in Education. Textbook: Pintner, *Intelligence Testing.*

s101a,b. PROBLEMS IN SECONDARY EDUCATION.

Credit, ½ course each term. G. Four hours a week. Both terms. First term, MR. TERRY; second term, MR. MOSHER.

This course is intended for advanced students and is primarily a course in investigation. To be admitted to it, a student must have pursued other courses in secondary education. Students who have not taken Education 51 may be admitted only with the special permission of the instructor. At the beginning of the course each student is required to select some one problem for special investigation. The problem for investigation may be chosen by the student but must be subject to the approval of the instructor both as to field and method. A thesis will be required of each student. Throughout each term regular class discussions will be held on various problems in secondary education and assigned readings will be required.

NOTE.—In the first term, the first half of this course (a) will be devoted to a systematic consideration of problems of high school organization.

s103ab. PROBLEMS IN EDUCATIONAL ADMINISTRATION.

Credit, ½ course, each term. G. Each term, 3:00-5:00. MR. STEVENS and MR. TRABUE.

This research course offers opportunities to administrative officers to make intensive studies of their own school systems or of related problems under the direction of the instructors. This course may be taken more than once, for the problems considered will differ from year to year. Problems of county school administration will receive special attention this summer.

s110. PROBLEMS IN EDUCATIONAL PSYCHOLOGY.

Credit, ½ course, each term. G. Four hours a week. Both terms. MR. JORDAN.

A graduate course treating intensively of the fundamental facts of educational psychology. This course is designed for those who intend to major in educational phychology and for those who wish a more thorough understanding of the psychological principles of education. Students registering for this course should have had Education 1 or Psychology 1-2 and one other course in Educational Psychology.

s126b. STUDIES IN AMERICAN EDUCATION.

Credit, ½ course. G. Hours to be arranged. First term. MR. KNIGHT. This is an advanced course in which special subjects, topics, and problems in American education and especially education in the South will be studied in detail. It is open only to students who are writing their theses under Mr. Knight's direction. Education s 26 or s 31, or its equivalent, required as a prerequisite or parallel.

s140. SEMINAR IN EDUCATION. Thesis Course.

Two hours a week. Professors in The School of Education. This is a course of strictly graduate grade in which there will be taken up such work as is necessary for each student in connection with the writing of his degree thesis. It is intended for those students whose graduate major is in Education, but students whose thesis topics are closely related to Education are invited to attend and to take part in the discussions. The class will meet for two hours each week through both terms.

s151a,b. PRINCIPLES OF SECONDARY EDUCATION.

Credit, ½ course, each term. G. Five hours a week. Both terms. MR. MOSHER, MR. WALKER, *and* MR. TERRY.

A systematic course for graduate students, intended primarily for those who have not had Education 51. This course will embrace a study of the American high school, its evolution, organization, administration, functions, and problems. It is designed primarily for high school principals and graduate students who are looking forward to high school principalships. Text-book, lectures, readings, and reports. A term paper will be reqired of each student before credit for the course will be allowed.

ENGLISH

Courses for Undergraduates

s 1. FRESHMAN ENGLISH.

Credit, 1 course. C. I, II, III, IV, V. Five hours a week. Both terms. First term, MR. JOHNSON and MR WRIGHT. Second term, MR. MACMILLAN. Intensive reading, chiefly in American prose; extensive reading among one thousand selected books in the Library; constant written composition.

s 1a. COMPOSITION.

Credit, 1 course. C. I, II, III, IV, V. Five hours a week. Both terms. First term, MR. WRIGHT. Second term, MR. MACMILLAN.

A prerequisite of English 1 for Freshmen who need additional drill in the mechanics of writing. In the case of Freshmen required to take this course it will take the place of an elective course. Upper classmen whose work in other courses is ill-written, may be required to take English 1a (without credit).

s 3. ENGLISH LITERATURE.

Credit, 1 course. C. I, II, III, IV, V. Five hours a week. Both terms. First term, MR. JOHNSON. Second term, MR. MACMILLAN.

Works representative of the successive periods of English literature are studied as an expression of the life and thought of the periods in which they were written and as the embodiment of permanent human interests and ideals.

s 11. THE TEACHING OF ENGLISH LITERATURE IN THE HIGH SCHOOL.
Credit, ½ course. C. I, II. Five hours a week. First term. Mr. Howell.
A study of the High School course in English Literature, chiefly from the point of view of literature as a means of training for culture and for good citizenship.

s 12. THE TEACHING OF COMPOSITION IN THE HIGH SCHOOL.
Credit, ½ course. C. I, II. Five hours a week. First term. Mr. Williams.
A companion course to English s 11, dealing with composition in the high school. Its functions, aims and methods will be studied from the point of view of the teacher, but practice in writing under direction will be a feature of the course.

s 21. ADVANCED COMPOSITION.
Credit, ½ course. C. I, II. Five hours a week. Second term, Mr. Hibbard.
A course in expository writing for students desiring practice in the organization of material.

s 31. DRAMATIC COMPOSITION.
Credit, 1 course. C. I, II. Five hours a week. Both terms. Mr. Denny.
A practical course in dramatic composition. Emphasis is placed on the materials of local tradition and folk-lore, and of present-day life in North Carolina. Plays written in the course are selected for production by the Carolina Playmakers, and serve to illustrate the principles of dramatic art. Registration in the course is limited. The course may be repeated in successive summers.

s 34. DRAMATIC PRODUCTION.
Credit, 1 course. C. I, II. Five hours a week. Both terms. Mr. Denny.
A practical course in dramatic production. Intensive study will be given to the following subjects: acting, make-up, stagecraft (including the designing and making of stage models and actual construction of scenery for the productions of the Carolina Playmakers), lighting, costuming, theatre designing, and organization. At least one play will be produced in this course during the session. The course is especially designed for teachers and directors of community theatres. Registration in the course is limited. Laboratory fee, $2.00.

s 51. THE ROMANTIC MOVEMENT.
Credit, ½ or 1 course. C. I, II. Five hours a week. Both terms. First term, Mr. Williams. Second term, Mr. Thrall.
A survey of English literature of the Romantic period, with especial attention to the greater poets.

Courses for Graduates and Advanced Undergraduates

s 37. SHAKESPEARE: THE COMEDIES.
Credit, ½ or 1 course. C or G. I, II. Five hours a week. Both terms. First term, Mr. Taylor. Second term, Mr. McKie.
A study of Shakespeare's contribution to comedy. A consideration of Elizabethan stage conditions and a comparison of Shakespeare's practice in comedy with classical and other forms of comedy.

s 40. ENGLISH LITERATURE FROM 1557-1675.
Credit, ½ or 1 course. C or G. I, II. Five hours a week. Both terms. First term, Mr. Taylor. Second term, Mr. Thrall.
A survey of English literature, exclusive of the drama, from the beginning of the Elizabethan period to the time of Milton.

s 56. VICTORIAN POETRY, II.

Credit, ½ course. C or G. I, II. Five hours a week. First term. MR. HOWELL.
Poetry and prose of the Victorian era.

s 65. AMERICAN LITERATURE, ADVANCED COURSE.

Credit, 1 course. C or G. I, II. Five hours a week. Both terms. First term, MR. PAINE. Second term, MR. HIBBARD.
A study of the literature of the early national period. Open only to those who have had one or more of the following courses or an equivalent: English 59, 69.
The second term will be devoted to the work of three figures: Emerson, Poe, Whitman.

s 66. THE NINETEENTH CENTURY NOVEL.

Credit, ½ course. C. I, II. Five hours a week. First term. MR. PAINE.
A survey of the English novel in the nineteenth century with attention to the parallel developments in French and Russian fiction.

s 83. CHAUCER.

Credit, ½ course. C or G. I, II. Five hours a week. First term. MR. ROYSTER.
Previous training in Old or Middle English is not a fixed prerequisite. The work of the course will consist chiefly of a reading and discussion of Chaucer's works, with some consideration of Chaucer's language.

s 91. THE TEACHING OF ENGLISH.

Credit, ½ course. C or G. I, II. Five hours a week. First term, MR. ROYSTER.
A study of the High School course in English, chiefly from the point of view of literature as a means of training or culture and for good citizenship, but with some attention to the problem of English composition. Graduate students will be required to write a term paper or to present the results of the investigation of a special problem.

Courses for Graduates

s141. RESEARCH IN A SPECIAL FIELD.

Credit, 1 course. G. Both terms. First term, MR. TAYLOR and MR. PAINE. Second term, MR. HIBBARD and MR. THRALL.
This course is designed primarily for students writing their theses for the degree of Master of Arts in the Department of English. Open only to graduates whose major is in English.

GEOLOGY

s 1. INTRODUCTION TO GEOLOGY.

Credit, 1 course. Each term. C. I, II, III, IV. Six lectures and eight hours laboratory a week. First term, MR. SWARTZ. Second term, MR. MCCARTHY. Laboratory fee, $3.00.
Dynamical and Structural Geology; materials of the earth and the agencies affecting them; processes and their results as a key to the interpretation of the earth's history, with special reference to that of North Carolina. Field and laboratory work. This course is the equivalent of Geology 1, as announced in the University catalogue. Text-book: Miller.

s 2. HISTORICAL GEOLOGY.

Credit, 1 course. Each term. C. I, II, III, IV. Six lectures and eight hours laboratory a week. First term, Mr. Swartz. Second term, Mr. McCarthy. Laboratory fee, $3.00.

The history of the earth and the evolution of its organisms. Lectures and laboratory work. This course is the equivalent of Geology 2, as announced in the University catalogue. Text-book: Miller.

s 11. THE TEACHING OF GEOGRAPHY IN THE HIGH SCHOOL.

Credit, ½ course. C. I, II. Five hours a week. First term. Mr. Cobb. This course will be devoted more especially in the methods of teaching American geography. It will also emphasize the use and construction of maps, modeling, neighborhood geography, and geographical influences in commerce and industry. Lectures, laboratory and field work, text-books, reports and readings.

s 21. INDUSTRIAL GEOGRAPHY.

Credit, 1 course. C. I, II, IV, V. Five lectures and eight hours laboratory a week. First term. Laboratory fee, $2.50. Mr. Cobb.

Lectures, library work, and laboratory work. The course deals with man's interaction with his varying environment in the development of industries, and with the geographic conditions of different countries as giving rise to commerce.

s 22. A CONTINUATION OF GEOLOGY s 21, stressing commercial relations, will be given in the second term if the number of students applying for it will warrant giving it. Credit and fee are the same as for Geology s 21.

s 91-92. SUMMER FIELD COURSE IN GEOLOGY.

Credit, 2 courses. C or G. I, II. Second term. Mr. Prouty.

Prerequisite, General Geology.

A six weeks course in practical field geology, emphasizing economic geology, structural geology, stratigraphic geology and geological mapping.

The class will travel by automobile, and camp will be established in a number of localities in western North Carolina, central and northeastern Tennessee and southwestern Virginia.

This course is offered for the first time in a number of years, and provides an excellent opportunity for getting practical field experience at small cost.

For particulars address Prof. W. F. Prouty, Chapel Hill, N. C.

Fee for course, $30.00.

GERMAN

Note—The German courses offered below are whole courses. In each there will be two meetings per day at non-consecutive periods.

s 3. INTERMEDIATE COURSE.

Credit, 1 course. C. I, II, III, IV, V. Ten hours a week. First term. Mr. Metzenthin.

This course presupposes at least one year's successful study of college German. There will be a review of important points of grammar, but attention will be directed chiefly to wide reading. Colloquial exercises, composition, and dictation will be distinct features of the course. Text-books: Vos' *Essentials of German,* fifth edition (New York, Henry Holt & Co.); Hewett's *German Reader* (New York, The Macmillan Com-

pany), or a *Reader* of the same grade; Wesselhoeft's *German Exercises,* (Boston, D. C. Heath & Co.). This course corresponds to the first term of German 3-4 as described in the University catalogue. When successfully completed it will be accepted for credit as the first term of German 3-4.

s 4. INTERMEDIATE COURSE.

Credit, 1 course. C. I, II, III, IV, V. Ten hours a week. First term. MR. BROWN.

There will be a review of important points of grammar not fully treated in the previous course, German s3; composition; dictation; wide reading of German prose. Text-books: Vos' *Essentials of German,* fifth edition, (New York, Henry Holt & Co.); Chiles' *German Prose Composition,* (Boston, Ginn & Co.), or Wesselhoeft's *German Exercises,* (Boston, D. C. Heath & Co.); *Aus dem Leben eines Taugenichts,* Eichendorff, (Boston, D. C. Heath & Co.); Heine's *Die Harzreise,* (Boston, Allyn & Bacon).

This course corresponds to the second term of German 3-4 as described in the University catalogue. When successfully completed it will be accepted for credit as the second term of German 3-4.

s 21. ADVANCED COURSE.

Credit, 1 course. C or G. I, II, III, IV, V. Ten hours a week. First term. MR. TOY.

Lectures on German literature. Reading and interpretation of Lessing's *Minna von Barnhelm* and Schiller's *Die Jungfrau von Orleans.*

This course will not be given, if the course s31 is given.

s 31. SELECTED MASTERPIECES OF GERMAN LITERATURE IN ENGLISH TRANSLATIONS. (Comparative Literature 31 of the University catalogue).

Credit, 1 course, elective, not counted for credit as part of the requirement in German. Ten hours a week. First term. MR. TOY.

Lectures. Wide reading. Written reports.

This course will not be given, if course s21 is given.

GREEK

(See under Art History)

HISTORY AND GOVERNMENT

History

s 1a. FOUNDATIONS OF MODERN HISTORY.

Credit, ½ course. C. I, II, III, IV. Five hours a week. First term. MR. CONNOR.

A general course dealing with the fundamental factors in modern civilization. The emphasis of the course will rest upon the commercial revolution, European expansion, the Protestant Revolt, colonial and dynastic rivalries. The student passing this course and History s1b will receive credit for History 1. Lectures, text-books, and readings.

s 1b. FOUNDATIONS OF MODERN HISTORY.

Credit, ½ course. C. I, II, III, IV. Five hours a week. Second term. MR. HIGBY.

A survey of European society and government in the Eighteenth Century the French Revolution, and the Era of Napoleon. Special attention will be given to the permanent contributions of this period to civilization. The student passing History s1a and s1b will receive credit for History 1. Lectures, text-books, and readings.

s 2a. FOUNDATIONS OF MODERN HISTORY.
Credit, ½ course. C. I, II, III, IV. Five hours a week. First term. Mr. Newsome.
The period covered will be that from 1815-1870—from the Congress of Vienna to the Franco-Prussian War. Emphasis will be placed upon the undoing of the peace of Vienna, the development and spread of the industrial revolution, the growth of nationalism, and the progress in democracy. Lectures, text-books, and readings. The student passing this course and History s2b will receive credit for History 2.

s 2b. FOUNDATION OF MODERN HISTORY.
Credit, ½ course. C. I, II, III, IV. Five hours a week, Second term. Mr. Caldwell.
The history of Europe since 1870, political and industrial problems and social legislation, the expansion of Europe, international relations, and the World War. The student passing History s2a and s2b will receive credit for History 2. Lectures, text-books, and readings.

s 7a. AMERICAN HISTORY (1492-1783).
Credit, ½ course. C. I, II. Five hours a week. First term. Mr. Shanks.
A general survey of the history of the United States during the Colonial Period; European background, discovery and exploration, colonization, revolution, and independence. Lectures, text-books, and readings.

s 7b. AMERICAN HISTORY. (1783-1829).
Credit, ½ course. C. I, II. Five hours a week. First term. Mr. Shanks.
Continuation of History 7a. The inadequacy of the confederation, formation of the Constitution, centralization of the Federalists, Jeffersonian democracy, western expansion, and nationalism will be treated. Lectures, text-books, and readings.

s 32. HISTORY OF GREECE.
Credit, ½ course. C or G. I, II. Five hours a week. Second term. Mr. Caldwell.
A brief survey of the history of the classical periods of Ancient Greece; the Homeric Age, the Expansion of the Hellas, the Renaissance of the Aegan, the Fifth and Fourth Centuries to the death of Alexander. Particular attention will be given to the growth of democracy, social and economic aspects, artistic, literary, and religious developments.

s 34. HISTORY OF THE ROMAN EMPIRE AND THE EARLY MIDDLE AGES.
Credit, ½ course. C or G. I, II. Five hours a week. Second term. Mr. Caldwell.
A brief survey of history from Augustus to Charlemagne; the organization and administration of the Roman Empire, social, economic, and religious conditions and developments, the collapse of ancient civilization, the Germanic invasions, the foundation of feudalism and the Medieval Church, Charlemagne, and the Empire.

s 39. ENGLAND IN THE NINETEENTH CENTURY.
Credit, ½ course. C or G. I, II. Five hours a week. First term. Mr. Wagstaff.
This course is designed to develop a knowledge of the main political economic, and social forces which explain the England of today. Lectures, text-books, and readings.

s44a. MODERN EUROPE.
Credit, ½ course. C or G. I, II. Five hours a week. Second term. Mr. Higby.
A study of Europe from 1871 to 1914. A survey of the domestic history of the principal nations of Europe between the end of the Franco-German War and the opening of the World War.

s44b. MODERN EUROPE.

Credit, ½ course. C. or G. I, II. Five hours a week. Second term. MR. HIGBY.

A study of the causes, events, and results of the World War.

s54a. HISTORY OF THE UNITED STATES, 1815-1840.

Credit, ½ course. C or G. I, II. Five hours a week. First term. MR. NEWSOME.

A general survey of the period; westward movement, contrasting economic and social development in the North and the South, the growth of political nationalism and sectionalism. The movement of Jacksonian democracy and the rise of the Whig party.

s64b. HISTORY OF THE WEST SINCE 1860.

Credit, ½ course. C or G. I, II. Five hours a week. First term. MR. NEWSOME.

A study of the westward movement into the Trans-Mississippi areas, the mining frontier, the cow country regime, economic development and the social, economic, and political program of the west as manifested in the Agrarian Movement. Lectures, reports, readings.

Government

s 35. THE ENGLISH GOVERNMENT.

Credit, ½ course. Five hours a week. C or G. I, II. Five hours a week. First term. MR. WAGSTAFF.

A course intended to familiarize the student with the actual operation of the English Constitution and Government rather than to account for their evolution. Lectures and readings.

s 38. AMERICAN STATE GOVERNMENT.

Credit, 1 course. Ten hours a week. C or G. I, II. First term. MR. CONNOR.

A course dealing with the origins, development, and methods of the state governments. In connection with the course will be a special study of the government of North Carolina.

LATIN

s 1. CICERO'S ESSAYS.

Credit, 1 course. C. I, II. Ten hours per week. First term.
This course consists of a review of grammatical principles, studies in vocabulary, and readings in De Senectute and De Amicitia. It carries the same credit as Latin 1 of the regular session. (In 1925 the Department may give this course, if there is sufficient demand).

s 11. THE TEACHING OF LATIN IN THE HIGH SCHOOL.

Credit, ½ course. C. I, II. Five hours a week. First term. MR SANDERS.

A course for teachers, based on authors usually read in the high school The topics to be discussed will include: assignment of lessons, grammar, vocabulary, translation, use of outside material in the interpretation of the text, methods of recitation; lectures, assigned readings, reports, and discussions.

s 19. CAESAR.

Credit, ½ course. C. I, II. Five hours a week. First term. MR. SANDERS.

The course will deal with the reading of Caesar's Gallic and Civil Wars, and with the politics and history of the period.

s 20. CICERO.

Credit, ½ course. C. I, II. Five hours a week. First term. MR. HARRER.

The course will deal with the orations of Cicero, and include also his life and literary works in general. An aim of the course is to secure an understanding of Cicero which will provide a background for the teaching of the orations in the high school.

s 21. VIRGIL.

Credit, ½ course. C. I, II. Five hours a week. First term. MR. HARRER.

The course is designed for teachers who desire to improve their acquaintance with the Aeneid. Translation, study of mythology, and study of meter.

s101. HORACE'S WORKS.

Credit, ½ course. C or G. I, II. Five hours a week. First term. MR. SANDERS.

In this course special attention will be paid to the Odes; lectures, readings, reports. (The Works of Ovid may be substituted for Horace, if advisable).

s104. LATIN INSCRIPTIONS.

Credit, ½ course. C or or G. I, II. Five hours a week. First term. MR. HARRER, and MR. ROSBOROUGH.

The topics will include: deciphering and translating of inscriptions, the Roman name, alphabet, calendar, methods of dating, the value of inscriptions in historical and literary studies. (In connection with this course a Graduate student may pursue work on his dissertation.)

s105. SEMINAR IN LATIN.

Credit, ½ course. G. MR. HARRER and MR. ROSBOROUGH.

s110. THESIS COURSE.

First term. MR. HARRER and MR. ROSBOROUGH.

For graduate students only who desire to work on their dissertations for an advanced degree. Individual topics, and individual conferences. The work carries credit only in connection with the completed dissertation.

Greek s 14. See page 31. It is desired that all students specializing in Latin take this course.

LIBRARY SCIENCE

s 1. LIBRARY ORGANIZATION AND METHODS.

Credit, ½ course. C. I, II. Five hours a week. First term. MR. WILSON.

An elementary course in the organization and management of school and public libraries. (a) General lectures on book selection and buying; children's reading; reference work with pupils in the high schools and grades; materials for declaiming, essay writing, and debating. (b) Technical lectures on the care of books; accession records: classification; cataloguing, charging systems, binding and mending books; care of periodicals and pamphlets. (c) Practice in the University Library. (d) Assigned readings.

s 2. CLASSIFICATION AND CATALOGUING.

Credit, ½ course. C. I, II. Five hours a week. First term. MR. WILSON and MISS THOMPSON.

A course devoted to the careful, detailed study of the principles of classification and cataloguing and their application in the administration of school, public, and college libraries. Lectures, assigned readings, and text-books, with required practice in the University Library.

s 3. THE USE OF BOOKS.

Credit, ½ course. C or G. I, II. Five hours a week. First term. MR. WILSON.

A course for college students, teachers, and librarians on the use of books. Instruction is given as to the kind of information specific reference books, dictionaries, and encyclopedias contain. Special emphasis is laid on methods of finding material for use in the preparation of themes, essays, debates, and orations and of assisting others in finding material in school or public libraries for school use. Practice with the reference books of the University library and the preparation of an extensive list of reading on some subject to be assigned will be required. Lectures, assigned readings, text-book.

MATHEMATICS

s 1. MATHEMATICAL ANALYSIS I.

Credit, 1 course. C. I, II, III, IV. Five hours a week. Both terms. First term, MR. LINKER. Second term, MR. LASLEY.

A study of functions and their graphs, the limit notion, graphical treatment of rates, mean ordinates, maximum, and minimum, areas, etc., an introduction to the notions of the differential and integral calculus. Graphical solution of equations.

s 2. MATHEMATICAL ANALYSIS II.

Credit, 1 course. C. I, II, III, IV. Five hours a week. Both terms. First term. MR. RANKIN. Second term. MR. BROWNE.

Solution of right and oblique triangles with applications. Logarithms and their application to computation. Solution of equations. Trigonometric analysis, series, permutations, combinations, complex numbers.

s 3. ANALYTIC GEOMETRY.

Credit, 1 course. C. I, II. Five hours a week. Both terms. First term, MR. LINKER. Second term, MR. BROWNE.

The algebraic or analytic method in geometry. Special stress is put upon the locus of an equation and the equation of a locus. The conic sections are studies and various other curves, especially the exponential and periodic types. Text: Smith and Gale, *New Analytic Geometry.*

s 4. DIFFERENTIAL CALCULUS.

Credit, 1 course. C. I, II. Five hours a week. Both terms. First term, MR. LINKER. Second term, MR. BROWNE.

The derivatives of functions and their applications to geometry and mechanics. Text: Granville *Differential and Integral Calculus.*

s 5. INTEGRAL CALCULUS.

Credit, 1 course. C. I, II. Five hours a week. Both terms. First term, MR. HOBBS. Second term, MR. LASLEY.

This course centers around the idea of the definite integral, considering in detail problems arising in geometry and the physical sciences, including length of curves, areas, volumes, moment of inertia, etc.

s 7. ALGEBRA FOR TEACHERS.

Credit, 1 course. C. I, II. Five hours a week. Both terms. First term, MR. LINKER. Second term, MR. LASLEY.

A course whose purpose is to equip the teacher of Mathematics in the secondary schools with an algebraic background that will enable him to make his work in Algebra more effective. The course will be mathematical in its content with emphasis on the relation of higher algebra. Text: *Fine's College Algebra.*

s 50. THE HISTORY OF MATHEMATICS.

Credit, ½ course. C or G. I, II. Five hours a week. First term. MR. RANKIN.

The historical development of the topics of arithmetic, algebra, geometry, trigonometry, and analytical geometry. Biographical sketches of great mathematicians and their contributions to mathematics.

s 51. THE TEACHING OF MATHEMATICS.

Credit, ½ course. C or G. I, II. Five hours a week. First term. MR. RANKIN.

The purpose, value, and content of courses in high school mathematics; applications of mathematics; junior high school mathematics. Recent changes in the methods of studying mathematics. A careful study will be made of the recommendations of The National Committee on Mathematical Requirements.

MUSIC

NOTE.—*All registrations in music, whether for courses or private instruction, must be made through the acting head of the department, Miss Hayes, either in Peabody Building or in No. 8 New West, and, if desired for credit in the College of Liberal Arts, must be approved by Dean Royster.*

s 1. GENERAL PROBLEMS OF MUSIC SUPERVISION.

Credit, ½ course. C. Five hours a week. First term. MISS HAYES.

A survey and study of the problems of school music teaching. This course is planned as a supplement to the methods courses listed below, and all special teachers of music should register for both this course and for one or more of the courses in methods. The underlying pedagogical, psychological, and musical principles of the different series of music texts will be studied and compared.

s 2. PUBLIC SCHOOL MUSIC METHODS, PRIMARY GRADES.

Credit, ½ course. C. Five hours a week. Sections I and II, first term. Section I, MISS PRATT. Section II, MISS HAYES.

Materials and methods for grades one to three inclusive; rote songs, singing games, etc.; preparation for and beginning of the sight-reading process; appreciation of music. Students in this course must register for s5 also if they have not already passed this course or its equivalent. Sections I and III are based on the Progressive Music Series, Section II is based on the Hollis Dann Music Series.

s 3. PUBLIC SCHOOL MUSIC METHODS, GRAMMAR GRADES.

Credit, ½ course. C. Five hours a week. First term. MISS PRATT.

Materials and methods for grades four to seven inclusive. Sight-reading problems, part-singing, appreciation of music, instrumental classes, etc. Prerequisite, courses s2 and s5 on their equivalents. Students in this course must register for s6 also if they have not already passed this or its equivalent Section I and III are based on the Progressive Music Series, Section II is based on the Hollis Dann Music Series.

s 4. HIGH SCHOOL MUSIC.

Credit, ½ course. C. Five hours a week. First term. MISS HAYES. Organization and planning of courses in music for high schools; conducting, grading, voice-testing, etc.; glee clubs; vocal and instrumental classes.

s 5. SIGHT-SINGING AND EAR-TRAINING, ELEMENTARY.

Credit, ½ course. C. I, II. Five hours a week. First term, MISS PRATT.

A beginner's course in the process of reading music at sight and in recognizing and reproducing music at first hearing. The So-fa syllables are used, and the material is such as would be read in the first three grades. This course should be taken simultaneously with course s2, but is also open to students not taking s2.

s 6. SIGHT-SINGING AND EAR-TRAINING, ADVANCED.

Credit, ½ course. C. I, II. Five hours a week. First term. MR. HARD.

A continuation of course s5, open to any student who can do the work outlined therein. The material for this course is such as would be read in grade 4 to 7. This course should be taken simultaneously with course s3, but is also open to students not taking s3.

s 7. APPRECIATION OF MUSIC.

Credit, ½ course. C. I, II. Five hours a week. First term. MR, HARD. An illustrated course, taking up various phases of the subject from the standpoint of presentation in the public schools. No previous musical training is necessary for students entering this course.

s 9. KINSCELLA CLASS METHOD OF PIANO INSTRUCTION.

MISS KINSCELLA.

Section I, for beginners in the method. Section II, for students who have completed Section I. A special course by Miss Hazel Gertrude Kinscella of the University of Nebraska; June 15 to June 27 inclusive. *The special fee for this course is* $25.00 *for students regularly enrolled in the Summer School; for all others the fee is* $30.00.

Individual Lessons in Music

s 10. VOICE LESSONS.

MR. FITCH.

Individual instruction in voice placement, breathing, enunciation, phrasing, accent, rhythm, song interpretation. After registering, the student must see the teacher concerned, pay the fee, and present receipt before receiving lessons. *Fee, $12.00 for 12 lessons. See note 1 below.*

s 11. PIANO LESSONS.

MR. FITCH.

Individual instruction; technical work, interpretation, repertoire development, coaching. *Registration and fee requirements are the same as for course s10.*

s 12. VIOLIN LESSONS.

MR. HARD.

Individual instruction; technical work, interpretation, repertoire development and coaching. *Registration and fee requirements are the same as for course s10.*

s 13. BRASS AND WOODWIND INSTRUCTION.
Mr. Sides.

Individual instruction on any brass or wood-wind instrument. *Registration and fee requirecents are the same as for course s10.*

Note 1.—A special fee of $2 for the term is charged for students desiring an assignment to a practice room for use in connection with s10, s11, s12, or s13.

Note 2.—For the special programs and features which the Music Department will put on while the Summer school is in session, see under Part IV —Special Features—of this bulletin.

PHYSICS

s 1. GENERAL PHYSICS. Part 1.

Prerequisite, Mathematics 1-2.
Credit, 1 course. C. I, II, III, IV, V. Twelve hours a week. First term. Mr. Patterson and Mr. Daugherty.
Mechanics of solids, liquids and gases; sound. Five lectures and seven laboratory hours a week. This course is the equivalent of the first term of Physics 1-2 as scheduled in the University catalogue. Text-book: Kimball, *College Physics*. Laboratory fee, $2.50.

s 2. GENERAL PHYSICS. Part 2.

Prerequisite, Mathematics 1-2 and Physics 1.
Credit, 1 course. C. I, II, III, IV, V. Fourteen hours a week. Second term. Mr. Stuhlman and Mr. Daugherty.
Heat, electricity, magnetism and light. A continuation of s1. Six lectures and eight laboratory hours a week. This course is the equivalent of the second term of Physics 1-2 as scheduled in the University catalogue. Laboratory fee, $4.00.

s 13. TEACHERS' COURSE.

Credit, 1 course. C. I, II. Ten hours a week. First term. Mr. Patterson and Mr. Daugherty.
Five recitations and five laboratory periods a week. The course is designed for teachers who wish a review of the subject, with some suggestions on teaching, and on building and purchasing apparatus.
Millikan and Gale's "Practical Physics" will be used, and Laboratory Manual of Millikan, Gale, and Bishop. Laboratory fee, $2.50.

The department also offers each summer in the second term an advanced course in physics which may be counted toward either an undergraduate or a graduate degree, and which is intended to help teachers who are working toward a degree, or who desire better preparation in physics along modern lines.

The choice of course to be given is governed by the demand, as shown by the number of applications previously sent in. Those wishing such advanced training are urgently requested to indicate as early as possible their choice of course to be offered, from the following:

s 5. HEAT AND THERMODYNAMICS.
s 6. MECHANICS AND WAVE MOTION.
s 7. MODERN ELECTRICAL THEORY.
s 8. ADVANCED ELECTRICITY AND MAGNETISM.
s 9. OPTICS.

Mr. Stuhlman will give the course chosen.

PSYCHOLOGY

s 1. GENERAL PSYCHOLOGY: First Half.

Credit, 1 course. C. I, II, III, IV, V. Ten hours a week. First term. MR. CRANE and MR. ROGERS.

The aim of the course is to present the essential phenomena of the general field of psychology, and the various theoretical and experimental methods of its approach. Lectures and experiments. This is equivalent to the first half of Psychology 1-2 scheduled in the University catalogue. This course, with course s2, or equivalent, is prerequisite to all other courses in Psychology. Offered during first term only. Laboratory fee, $1.00.

s 2. GENERAL PSYCHOLOGY: Second Half.

Credit, 1 course. C. I, II, III, IV, V. Ten hours a week. Second term. MR. DASHIELL and MR. ROGERS.

Continuation and completion of course Psychology s1. Equivalent to second half of Psychology 1-2 scheduled in University catalogue. This course, with s1, are prerequisite to all other courses in psychology. Offered during second term only. Laboratory fee, $1.00.

s104. ADVANCED GENERAL PSYCHOLOGY. First Half.

Credit, ½ course. G. Five hours a week. First term. MR. CRANE and MR. ROGERS.

An intensive study is made of the general field of psychology, by the use of selected readings from many sources and of typical experiments. This course is designed especially for those mature students whose foundation is psychology needs review and strengthening before electing special courses in the subject. Laboratory fee, $1.00. Offered during first term only.

s104b. ADVANCED GENERAL PSYCHOLOGY: Second Half.

Credit, ½ course. G. Five hours a week. Second term. MR. DASHIELL and MR. ROGERS.

Continuation and completion of course Psychology s104a. Offered during second term only. Laboratory fee, $1.00.

ROMANCE LANGUAGES

French

s 1. ELEMENTARY COURSE.

Credit, 1 course. E. Ten hours a week. First term. MR. HARONIAN.

Essentials of French Grammar. Special drill in pronunciation. It is aimed to make this course as practical as possible, with much oral work.

s 2. ELEMENTARY COURSE.

Credit, 1 course. E. Ten hours a week. First or second term. First term, MR. LEARNED. Second term, MR. HARONIAN.

Continuation of French s1. Offered complete in either term.

s 3. CONTINUATION OF FRENCH 1-2.

Credit, 1 course. C. I, II, III, IV, V. Five hours a week. Both terms. First term, MR. HUSE. Second term, MR. HARONIAN.

Reading of modern French literature, frequent composition, and dictation.

s 4. CONTINUATION OF FRENCH s3.

Credit, 1 course. C. I, II, III, IV, V. Five hours a week. Both terms First term, MR. STAAB. Second term, MR. HUSE.

s 5. INTRODUCTION TO THE STUDY OF FRENCH LITERATURE.
Credit, 1 course. C. I, II, III, IV. Five hours a week. Both terms. First term, MR. LEARNED. Second term, MR. HUSE.
A general survey of French literature during the 17th century, with some reference to preceding literary movements. Reading of plays of Corneille, Racine, and Moliere.

s 7. FRENCH CONVERSATION AND COMPOSITION.
Credit, ½ course. C. Prerequisite, French 5 or its equivalent. Five hours a week. First term. MR. HARONIAN.

s 8. TEACHERS' COURSE: French phonetics.
Credit, ½ course. C. I, II. Five hours a week. First term. MR. HUSE.
A detailed study of the French vowel and consonant sounds by the phonetic method.

s 24. FRENCH POETRY. A STUDY OF FRENCH LYRIC VERSE.
Credit, 1 course. C or G. I, II. Five hours a week. Both terms. MR. HUSE.

Spanish

s 1. ELEMENTARY COURSE.
Credit, 1 course. E. Ten hours a week. First term. MR. STAAB.

s 2. ELEMENTARY COURSE.
Credit, 1 course. E. Ten hours a week. Second term, MR. LEAVITT.

s 8. TEACHERS' COURSE: Spanish phonetics.
Credit, ½ course. C. I, II. Five hours a week. First term. MR. LEAVITT.
A detailed study of the Spanish vowel and consonant sounds by the phonetic method.

s 17. SPANISH DRAMA OF THE NINETEENTH CENTURY.
Credit, 1 course. C. or G. I, II. Five hours a week. Both terms. MR. LEAVITT.

s 21. THE NOVELS OF BLASCO IBANEZ.
Credit, ½ course. C or G. I, II. Five hours a week. First term. MR. LEAVITT.

RURAL SOCIAL ECONOMICS

s 5. RURAL SOCIOLOGY.
Credit, 1 course. C. I, II. Five hours a week. Both terms. MR. THOMPSON.
A broad survey of the rural field including such topics as the improvement of rural community life, the improvement of rural home life, the relationships and adjustments of country life agencies, and rural leadership. Lectures, readings and essays on assigned topics.
(No new registration for second term.)

s 8. LABORATORY COURSE IN HOME COUNTY CONDITIONS AND PROBLEMS.
Credit, ½ course. C. I, II. Ten hours laboratory a week. Both terms. MR. THOMPSON.
Research work in local history, natural resources, industries, wealth and taxation, population, schools and churches, farm conditions and practices, and local markets.

s 11. RURAL SOCIAL PROBLEMS.

Credit, ½ course. C or G. I, II. Five hours a week. Second term. MR. HOBBS.

1. Rural mindedness: causes, characteristics, consequences. 2. Rural Social Institutions: (1) What they are, the purposes they serve, the levels they occupy, (2) special studies of (a) the country school, (b) the country church, and (c) the country community. 3. Rural Social Agencies: (1) What they are, the purposes they serve, their limitations, (2) special studies of (a) the farm bureau, and (b) county-wide library service. 4. Country life Problems: (1) illiteracy, (2) tenancy, (3) sanitation and health, (4) communication, (5) co-operative county enterprise, (6) constructive ideals, (7) the small-town approach to the country life problems.

s 12. RURAL ECONOMICS.

Credit, ½ course. C or G. I, II. Five hours a week. First term. MR. HOBBS.

A formal course in Rural Economics: a background for defining and interpreting the economic problems of country life in North Carolina and the South. Our agricultural resources, our farm systems, our rural life conditions, and our rural economics problems. (1) Historical sketch of modern agriculture, with special studies in developing southern agriculture, (2) the economics of agriculture, (3) land, labor, and capital as factors in agricultural production and ways of economizing these factors, (4) the distribution of agricultural products and agricultural income, (5) farm tenantry—its origin, advantages, disadvantages, and remedies, (6) rural credits, (7) coöperation in farm enterprises and rural activities, (8) well-balanced farm systems.

s 13. LABORATORY COURSE IN RURAL SOCIAL PROBLEMS.

Credit, ½ course. C or G. I, II. Five hours a week. First term. MR HOBBS and MR. THOMPSON.

This course is open to students taking s11 and s12. The studies concern matters of state-wide importance. They cover rural, urban, and industrial problems, economic and social. The subjects and methods are indicated by the 900 studies already made by the Summer School and regular term students of the University during the last seven years, and given to the public in part in various issues of the University News Letter, and the North Carolina Club Year Books, 1915-16, and 1916-17, and 1917-18, 1919-20, and 1930-21, and 1921-22.

Students from other states will be assigned to similar studies of their home states. The consultation hour is 3:00 o'clock daily; but the work can be done in the laboratory headquarters at any time suiting the convenience of the students enrolled.

s 14. LABORATORY COURSE IN RURAL SOCIAL PROBLEMS.

Credit, ½ course. C or G. I, II. Five hours a week. Second term. MR. HOBBS and MR. THOMPSON.

s 20. NORTH CAROLINA: ECONOMIC AND SOCIAL.

Credit, ½ course. C or G. I, II. Five hours a week. Both terms. MR. HOBBS.

This course is designed to familiarize the student with North Carolina: social areas, population, agriculture, resources, social life, industrial development, wealth and welfare. This course is valuable for teachers whose subjects deal with North Carolina.

SOCIOLOGY

s1ab. PRINCIPLES OF SOCIOLOGY.

Credit, 1 course. C. I, II. Five hours a week. Both terms. MR. MITCHELL.

A study of the ranges of human experience and relationship through the analysis of social population, social forces, social processes and social products. Efforts will be made to study carefully social principles and their practical applications, and to learn not only social structure and social function, in general, but the possibilities and prospects of guiding the activities of social groups and social forcces. Institutional modes of conduct will occupy a large place in the final consideration and conclusions.

s 2b. ADVANCED PRINCIPLES OF SOCIOLOGY.

Credit, ½ course. C or G. I, II. Five hours a week. Second term. MR. ODUM and MR. MITCHELL.

An advanced course utilizing Park and Burgess' source book on "The Principles of Sociology" with discussions of human nature, social origins, social forces, social organization.

s10ab. THE STUDY OF SOCIAL PROBLEMS.

Credit, 1 course. C. or G. I, II. Five hours a week. Both terms. *Either term may be taken for a credit of ½ course.* MR. ODUM and MR. MEYER.

Three Parts: I. The Development of the Individual. II. Problems of the Institutions. III Problems of Democracy, social organization and Public Welfare. Problems of the family, town, county, race, industry.

s11a. THE FAMILY AND ITS PROBLEMS.

Credit, ½ course. C or G. I, II. Five hours a week. First term. MR. KRUEGER.

A study of the early forms of the family and primitive society, its historical development during the Greek and Roman mediaeval periods and the modern family and its problems. The second part of this course deals with advanced family case work supplementing Sociology 14.

s13a. SOCIAL PATHOLOGY.

Credit, ½ course. C or G. I, II. Five hours a week. First term. MR. KRUEGER.

A course dealing with the definition and measurement of social disorganization, and a study of the programs of social treatment in relation to the possibilities and limitations of re-organized readjustment.

s14a. FAMILY CASE WORK.

Credit, ½ course. C or G. I, II. Five hours a week. First term. MR. KRUEGER.

A study of the relation of the individual to the family and the family to the community. The technique of case work, its scientific approach, methods of investigation, interviewing, social evidence, source, diagnosis, treatment.

s24ab. THE PHILOSOPHY OF PLAY AND RECREATION.

Credit, ½ course. C. or G. I, II. Five hours a week. First term. MR. MEYER.

The modern theory of the fundamental instincts; their relationship to play and recreation. The sociological and ethical implications of play. Demonstrations of a play festival. Contests, races, stunts, pageantry and the drama. Community athletics. A community plan. Directed play in the school.

s122a. GRADUATE SEMINAR. PROBLEMS OF PERSONALITY.

Credit, ½ course. C or G. I, II. Five hours a week. First term. MR. KRUEGER.

An analysis of the techniques and the types of materials available for the study of personality, of the sources of mental conflict in social adjustment, and of types of personality.

s123ab. ADVANCED SOCIAL THEORY AND HISTORICAL SOCIOLOGY.

Credit, 1 course. C or G. I, II. Five hours a week. Both terms. MR. ODUM and MR. KRUEGER.

A study of the classical social theorists from Plato to Compte, from Herbert Spencer to contemporary social theorists, Lichtenberger's "Development of Social Theory" with discussions and readings.

SPECIAL INSTITUTES.—See page 87 for special Institutes of Public Welfare and lectures and short courses in social work.

ZOOLOGY

s1(a). FUNDAMENTALS OF ANIMAL BIOLOGY.

Credit, 1 course, with 1(b). C. I, II, III, IV, V. Lectures six hours a week. First term. MR. PENNY.

Sophomore, Junior, and Senior elective. Required accompanying course, Zoölogy 1 (b). Elements of Anatomy, Physiology, and classification of animals.

s1(b). PRACTICAL STUDIES IN ANIMAL BIOLOGY.

Credit, 1 course, with 1(a). C. I, II, III, IV, V. Lectures two hours a week, and laboratory eight hours each week. First term. MR. PENNY.

Sophomore, Junior, and Senior elective. Required accompanying course, Zoology 1(a). Dissection of animals and study of tissues, to give foundation for an understanding of the organization and functions of vertebrate animals and especially of man.

Laboratory fee, $5.00.

PART III—NORMAL SCHOOL DIVISION

NORMAL SCHOOL COURSES

The courses offered in this department are designed in accordance with the teacher-training curricula outlined by the North Carolina State Department of Education, and for their satisfactory completion credit toward renewing or raising the grade of state elementary-school certificates will be granted. In a number of these courses credit may be earned toward the degree of A.B. in Education. Students applying for admission to these courses must meet the same entrance requirements as are met by students applying for admission into the regular college courses.

Outlines of the teacher-training curricula recommended by the State Department of Education are given below. (See pages 68-73). The first two groups of courses (units 1 and 2) constitute the requirement to be met by a high school graduate in obtaining the lowest grade of state elementary school teacher's certificate (Elementary B). Units 1 to 5 inclusive are required for the Elementary A certificate. The remaining groups include the requirements for raising a certificate to the Primary C or Grammar Grade C class.

Courses marked "N" rather than "s" are not now offered by the University during the regular academic year and are therefore not granted full academic credit toward a degree. Normal school diplomas will be issued by the School of Eduation to graduates of accredited high schools who complete satisfactorily the nine groups of study which are outlined in accordance with the requirements of the State Department of Education. The State Department of Education will promptly issue an appropriate teacher's certificate to any person presenting such a diploma from the University.

The Normal School Division of the Summer School is operated under the supervision and direction of the School of Education.

The courses described below, unless otherwise indicated, will be given in the first term. All courses for which there is sufficient demand will be repeated in the second term. A later bulletin to be issued about July 1 will show specifically the courses to be given in the second term and the instructors who will conduct them.

Teachers who can possible do so should make their plans to remain through both terms. By doing this two units of the uniform curricula may be completed in one summer. Thus the double session which we operate will enable the ambitious and progressive teacher to finish in

four and one-half summers the complete program of 9 units outlined by the State Department of Education for the primary and grammar grade certificates of class C.

The Uniform Curricula

To secure the elementary B certificate, graduates of accredited high schools must have credit for two summer school units as outlined in the uniform curricula. This means that it will be necessary for a high school graduate to secure credit for units 1 and 2 of the uniform curricula to qualify for the elementary B certificate.

All beginning teachers should remain regular. Teachers who were regular last summer, that is, those who took all of unit 1 as outlined, should remain regular summer by summer and unit by unit throughout the entire curriculum leading to the certificates which they are seeking. This means that if a teacher completed unit 1 last summer, she should take unit 2 this summer; if she completed units 1 and 2 last summer, she should next take unit 3, and so on.

Teachers who hold primary or grammar grade B certificates will not be allowed certification credit for work chosen from the uniform curricula. Such teachers will find ample opportunity in the regular college courses of the University Summer School to pursue both academic and professional courses leading to the bachelor's degree and to class A certificates.

Teachers who have already begun their course of training in one of the uniform curricula in some other summer school are strongly urged to remain in that school until they satisfy the requirements for the certificate for which they are working. Those who completed unit 1 in some other summer school last year are advised, as a rule, to return to the same summer school for the second unit in 1925, unless there is perfectly good reason why a change is desirable. The practice of changing from one summer school to another from summer to summer is strongly discouraged by the University Summer School.

EDUCATION

N 1. INTRODUCTION TO TEACHING. (State Catalogue No., Educ. 11X) Credit, 2 s. hrs. N. First term, MISS CAMP. Second term, MRS. SNYDER. An introductory study of the work of our public schools, the business of teaching, etc. It should serve to orient the student in the fields of education. Frequent observation should be made in the training school to enable the students to study child nature, teacher qualifications, and the specific problems involved in each field of work, as the primary, intermediate and grammar grade.

N 2. ELEMENTARY SCHOOL PRACTICE. (State Catalogue No., Educ. 12X).

Credit, 2 s. hrs. N. First term, Miss Forman. Second term, Mrs. Snyder.

An effort is made in this course to acquaint the student with as much general technique as the time given will allow. Based on the elementary course of study, such topics as the following will be treated: selection and organization of subject matter; types of lessons; the recitation; socialized recitation; the project and problem method; lesson plan; teaching children to study, etc. Much use will be made of the training school.

N 3. SPECIAL PRIMARY METHODS: Reading. (State Catalogue 23P).

Credit, 2 s. hrs. N. First term, Miss Beust. Second term, Miss Hatcher.

The psychology of reading: historic development of methods, as A, B, C, word, sentence, etc.; pre-primer reading; phonics; suitable reading material; the place of oral and silent reading; recent investigations in reading; diagnostic and remedial steps; minimal essentials. Much use will be made of the training school.

N 4. SPECIAL PRIMARY METHODS: Language, Story Telling, and Dramatization. (State Catalogue No., Educ. 35P).

Credit, 2 s. hrs. N. First term, Miss Hughes. Second term, Miss Hatcher.

The place of oral and written language; nature study, games, stories, pictures, projects and other activities as a basis for language work; story telling—principles underlying, choice of material, learning and telling a selected number; dramatization, its educational value, relation to other subjects and place in the primary grades; spelling, kind and quantity, methods of teaching, recent investigations of, etc. "All these subjects should be unified and regarded as the beginnings of a child's English experiences." Much use will be made of the training school.

N 5. SPECIAL PRIMARY METHODS. Primary Number and Projects. (State Catalogue No., Educ. 56). Two Sections, I and II.

Credit, 2 s. hours. N. First term, Miss Houghton. Second term, Mrs. Snyder.

The psychology of arithmetic; development of number concept in primary grades; the place of drill; kind and amount of formal arithmetic in these grades; history of arithmetic and the development of methods; projects in nature study, games and other activities as a basis for the formal number work; value of standardized tests and scales. Much use will be made of the training school.

N 6. PRIMARY CURRICULUM. (State Catalogue No., Educ. 67P).

Credit, 2 s. hours. N. First term, Miss Beust. Second term, Miss Hatcher.

The aims and objectives of education in the primary grades; subject matter and school activities necessary to obtain these aims and objectives; study of the State Course of Study in the light of these; organization of primary curriculum; the place of projects and child activities as a basis for this organization. Much use will be made of the training school.

N 7. OBSERVATION AND PARTICIPATION. Optional. (State Catalogue No., Educ. 88X).

Credit, 2 s. hours. N. First term, Miss Forman.

This course is distinct from the observation which accompanies method courses, or other professional courses. It has made in mind the development of certain general technique; to give students an opportunity to familiarize themselves with the real problem of teaching. In this course spe-

cial attention should be given to: physical condition of class room, as heating, lighting, etc.; health of children, as seating, posture, etc.; class room, etc.; routine of record keeping, gradingpapers, etc. A minimum amount of actual participation should be provided. This is the transition course leading to Supervised Practice Teaching which should come later in the curriculum.

NOTE: This course will not be given in 1925 unless there is considerable demand for it—in which case it may be given.

N 8. SCHOOL MANAGEMENT. (State Catalogue No., Educ. 24X).
Credit, 2 s. hours. N. First term, MR. HOOD and MR. BAKER. Second term, MR. HOOD.
The primary object of this course is to give the student the fundamental knowledge of what is involved in the conduct of a school. Among the topics treated are: the aims of education; personal qualifications of a good teacher; discipline; program making; daily schedule; classification and graduation; school hygiene; supervised study; school ethics. Frequent use will be made of the training school.

N 9. MEASUREMENTS IN ELEMENTARY EDUCATION.
Credit, 2 s. hrs. Elective. Each term, MR. NOBLE.
The elementary statistical methods necessary for the interpretation of the results of educational measurements will be taught in the early meetings of this course. Samples of the scales and tests will be examined and discussed, and critical analyses will be made of the conclusions which have been drawn from their use in various high schools. Class experiments, lectures, readings, and reports.

N10. GRAMMAR GRADE METHODS: Language, Composition, Reading. (State Catalogue No., Educ. 23G).
First term, MISS KETCHEN. Second term, MISS GILL.
A study of recent experimental investigations in these subjects; the minimum essentials in each grade in each subject; the respective value of oral and silent reading; of oral and written composition; different methods of teaching; value of projects in organizing and motivation the work. Much use will be made of the State Course of Study. Systematic observation in the training school will be required.

N11. GRAMMAR GRADE ARITHMETIC. (State Catalogue No., Educ. 55G).
Credit, 2 s. hrs. N. First term, MISS HOUGHTON. Second term, MR. GRIFFIN.
A reasonable knowledge of the subject matter is presupposed. Among the topics considered will be: Elementary psychology of arithmetic; the value and place of drill; problem solving; diagnosis of difficulties and remedial measures; methods of teaching; sources of problems; place of arithmetic in the elementary school curriculum. Systematic observation in the training school required. State Course of Study, State adopted texts and a professional book on the teaching of arithmetic will be used as a basis for the course.

N12. GRAMMAR GRADE CURRICULUM. (State Catalogue No., Educ. 66G).
Credit, 2 s. hrs. N. Second term, MISS VAUGHAN.
The aim and objectives of education in the intermediate and grammar grades. In the light of these objectives, pupil activities and experiences for their accomplishment. Organization of the grammar grade curriculum around these activities. Growing out of this will come the consideration of the value of projects; minimum essentials, etc. The State Course of Study will be used in conjunction with a text like Bonser's Elementary School Curriculum or a similar book.

N13. GRAMMAR GRADE METHODS: History and Geography. (State Catalogue No., Educ. 98G).

Credit, 2 s. hrs. N. First term, MISS REED. Second term, MISS VAUGHAN. In this course emphasis is placed upon both content of geography and history for these grades, and methods of teaching that content. The State Course of Study in these subjects will be criticized and evaluated in the light of the aims of geography and history in the elementary school. Some familiarity will be had of the standardized tests in these subjects. Systematic observation is required in the training school. The State adopted texts, State Course of Study and professional books like Smith's Teaching Geography by Problems and Johnson's Teaching History will give the basis for this work.

N14. HISTORY MATERIAL FOR PRIMARY GRADES. (State Catalogue No., Hist. 73P).

Credit, 2 s. hrs. N. First term, MRS. JOHNSTON. Second term, MRS. JOHNSTON.

The aim of this course is to give the student a source of history material for primary grades, together with methods of presentation. Topics: History stories of Indian life; Bible stories; shepherd life; heroes of other lands; pioneers; explorers. Stories for special days, as Thanksgiving, Christmas, etc. Practice will be given in constructing and telling stories suitable for children from biographies, travel, etc. The State Course of Study and State adopted texts will constitute the chief basis for this work.

ENGLISH

N 1. ENGLISH COMPOSITION. (State Catalogue No., Educ. 11X).

Credit, 2 s. hrs. N. First term, MISS HUFHAM. Second term, MISS HUFHAM.

This subject covers a period of eighteen weeks, or three six weeks terms. The first term is given in the preliminary summer school, that is, the one to procure the elementary B certificate. That work should consist largely in oral and written composition, based on fundamental class weaknesses as revealed in some preliminary tests at beginning of the course. Some opportunity should be given in outlining and preparing speeches which would enhance the teacher's efficiency in the community, as well as in the class room.

N 2. ENGLISH COMPOSITION. (State Catalogue No., Eng. 22X).

Credit, 2 s. hrs. N. First term, MISS HUFHAM. Second term, MISS HUFHAM.

The second term should strive to do two things: give the student an effective address, together with some skill and desirable habits of study. This would involve a knowledge of the fundamentals of English grammar with special attention to sentence structure, syntax and common errors; exercises to develop tone enunciation, articulation; study of phonetics and diacritical markings; the use of dictionaries; encyclopedias; note taking, on reading and lectures; outlining.

N 3. ENGLISH COMPOSITION. (State Catalogue No., 33X).

Credit, 2 s. hrs. N. Second term, MISS HUFHAM.

The third term should be a course in advanced composition, oral and written, with emphasis upon the power to collect material, organize ideas and effectively express them in narration, description, exposition, argumentation. Of course this would involve a study of paragraphing, use of words, retorical principles, as: unity, coherence, etc.

N 4. CHILDREN'S LITERATURE. (State Catalogue No., Eng. 74P).
Credit, 2 s. hrs. N. Not offered in 1925.

A critical study of literature for primary grades; types of literature; Mother Goose, non-sense and fairy tales, fables, myths, legends, nature stories, poetry, etc.; story telling, principles underlying, and practice; study of State Course of Study and State adopted texts; bibliographies and use of the library.

N 5. READING AND SPEECH. (State Catalogue No., Eng. 85C).
Credit, 1 s. hr. C. Not offered in 1925.

This course is designed to give the student (1) an effective address and ease in oral expression, (2) call attention to desirable qualities in a teaching voice, and (3) some skill in oral and silent reading. Much practice will be given in oral and silent reading for the purpose of improving teacher efficiency in that respect. The use of standardized tests and devices in improving silent reading will be a part of the course.

N 6. LITERATURE OF GRAMMAR GRADES. (State Catalogue No. Eng. 85G).

Credit, 2 s. hrs. N. First term, Miss KETCHEN. Second term, Miss GILL. The purpose of this course is to acquaint the student with the best literature for children; to give him some power in the discrimination of such literature, and to give some knowledge of how to present the literature. Extensive reading, classification of types of literature, some practice in presenting material, story telling, etc., will constitute major part of the course. Among the types of literature studied are myths, Bible stories, tales of adventure, chivalry, romance, history, simple narrative and lyric poetry. State Course of Study and State adopted texts should form a basis for this work.

N 7. AMERICAN LITERATURE. (State Catalogue No., Eng., 74G).
Credit, 2 s. hrs. N. First term, Miss HUFHAM.

This course has a twofold purpose: to give a background for English and literature of the grammar grades; to understand American ideals as revealed through a study of its writers. Representative writers will be studied, among them Poe, Lanier, Emerson, Lowell, Whitman, Bryant, Hawthorne, Cooper. Some thought will be given to the history as revealed through a brief study of the lives of these men.

GEOGRAPHY

N 1. PRINCIPLES OF GEOGRAPHY. (State Catalogue No., Geog. 31X).
Credit, 2 s. hrs. N. First term, Miss CARNEY. Second term, Miss CARNEY. This is a foundation course for the later study of all geography. Since the major geographical factor in determininm the distribution of people, what they do, how they live, etc., is climate, most emphasis will be put upon that topic. Topics: Weather and weather observations; elements of climate; temperature, winds, rainfall; application of these climatic principles to the distribution of population, industries, etc., in climatic regions of the world.

N 2. GEOGRAPHY AND NATURE STUDY FOR PRIMARY GRADES. (State Catalogue No., Geog. 62B).

Credit, 2 s. hrs. N. First term, Mrs. JOHNSTON. Second term, Mrs. JOHNSTON.

These subjects are very closely correlated in the primary grades. At the very outset, the function, aim, and place in the primary curriculum should be considered. With that established, consideration should then be given

to content and methods. Among the content topics treated should be; primitive life and occupations; observational effects of weather changes and climate on nature and life—what people do; certain physiographic changes and features which could be observed and appreciated; some acquaintance with the out-of-doors, common birds, butterflies, insects, animals, trees, flowers, etc., methods of teaching such material. Use will be made of the State Course of Study, text books in geography and nature study, and professional books on these subjects.

N 3. GEOGRAPHY OF NORTH AMERICA. (State Catalogue No., Geog 72G).

Credit, 2 s. hrs. First term, Miss Reed. Second term, Miss Carney.
In this course major emphasis will be put upon the United States with some consideration to Canada, Alaska and Mexico. The work is organized around problems, illustrative of a very desirable method of teaching Geography. Problems: "Why are the New England States pre-eminently a manufacturing section? Why are the North Central States the granary of the world? Should cotton be king of the South? Account for the sparseness of population in the West, etc." Complete answers to such questions involve use of the geographic facts of most consequence, and will organize and motivate work. State adopted texts supplemented by considerable reference work from a basis for the course.

N 4. TYPES OF INDUSTRIES. (State Catalogue No. Geog. 83G).

Credit, 2 s. hrs. N. First term, Miss Reed.
This course has both a geographical and sociological point of view. It will emphasize the geographical aspects of industries, as types of manufacturing, agriculture, trade, etc., and at the same time give some knowledge of the opportunities which such fields afford. Such a course might be colored somewhat with the "vocational guidance" motive; but its primary object is to make more intelligible the human occupations, and to prevent a narrow and social occupational point of view.

HISTORY

N 1. EUROPEAN BACKGROUND. (State Catalogue No., Hist. 31G).
Credit, 2 s. hrs. N. First term, Miss Carney.
Aim of this course is threefold, (1) to give the student a grasp of the subject matter for a similarly named course in our elementary schools, (2) to give an interpretive background to our American History, and (3) to give to the student an international viewpoint rather than a more restricted, national one. This course will deal with the economic social and political life of the Greeks, Romans, Mediaeval life; feudalism, the rise of citiess and mediaeval trade; development of the English race; Protestant and Puritan Revolutions; American Colonization—English, French, Spanish.

N2a. AMERICAN HISTORY. (State Catalogue No., Hist. 41X).
Credit, 2 s. hrs. N. Second term, Miss Carney.

For the first six weeks an intensive study of United States History prior to 1812. Topics: Geographic conditions; colonizing agencies; types of local and colonial government; development of commerce, conflict with England; formation of the Union. Extensive reading and special reports.

N3b. AMERICAN HISTORY. (State Catalogue No., Hist. 52X).
Credit, 2 s. hrs. N. Not offered in 1925.

During the second term an intensive study from 1812 through the Civil War and Reconstruction. Much use will be made of biographical study as a means of interpreting the spirit of those days. Extensive reading and special reports.

N 4. NORTH CAROLINA HISTORY. (State Catalogue No., Hist., 31G). Credit, 2 s. hrs. N. First term, MISS CAMP.

A general political, economical, social and educational survey of the state. The outstanding feature of its history should be organized around such topics as: Sir Walter Raleigh's attempt at founding a colony; permanent settlements; North Carolina under the king; development of the state; North Carolina during the Revolutionary, Civil and World Wars; the present industrial and educational development.

N 5. CITIZENSHIP. (State Catalogue No., Hist. 94X).

First term, MISS CARNEY.

The course attempts to study local, state and national government in operation, in the concrete. Topics: qualifications for office or representatives of local, state and national officials; suffrage, all steps; taxation; institutions, how supported and function; office holding and our attitude toward it; the citizen and law enforcement.

MUSIC

N 1. ELEMENTS OF MUSIC. (State Catalogue No., Mus. 51X). Credit, 1 s. hr. N. See Mus. s1, s2, s3, s4, s5, s6.

N 2. MUSIC FOR PRIMARY GRADES. (State Catalogue No., Mus. 92P). Credit, 1 s. hr. N. See Mus. s2, s7.

N 3. MUSIC FOR GRAMMAR GRADES. (State Catalogue No., Mus. 92G). Credit, 1 s. hr. N. See Mus. s3, s7.

PHYSICAL EDUCATION

N 1. PLAYS AND GAMES: General. (State Catalogue No., Phys. Ed. 11X). Credit, 1 s. hr. N. First term, MISS COBLE. Second term, MISS CUNINGHAM.

This course is given in the first summer school in which one begins the course necessary to obtain the elementary B certificate. For the most part the teachers will work in one—or two—teacher schools. The course is designed to make such teachers as efficient as possible on the playground—in play and recreation, in the class room, in matters of health and sanitation, and in the community. Topics: value of play; games suitable for different ages of childhood; playground apparatus; first aid; health crusades; field meets and community fairs.

N 2. PLAYS AND GAMES: Primary. (State Catalogue No., Phys. Ed. 42P).

Credit, 1 s. hr. N. First term, MISS COBLE. Second term, MISS CUNINGHAM.

Treatment similar to that in Physical Education for Grammar Grades, with special reference to primary grades. The plays, games, etc., would of necessity be quite different because of a different psychological basis.

N 3. PLAYS AND GAMES Grammar Grades. (State Catalogue No., Phys. Ed. 42G).

Credit, 1 s. hr. N. First term, MISS COBLE. Second term, MISS CUNINGHAM.

Psychological basis of play; games suitable for children at this stage of mental and physiological development; health habits, in school and out; play and fatigue; good health in relation to citizenship.

NOTE.—Teachers taking courses N1 and N2 will be required to provide themselves with tennis shoes.

Teachers in courses for grammar grades will be required to provide themselves with a uniform to be worn when playing games. This uniform will consist of white middy blouse, black bloomers, and tennis shoes.

In course N3 certain equipment (basketballs, baseballs, etc.) will be required. A 50 cent fee will be charged to cover the cost of equipment.

PSYCHOLOGY

N 1. CHILD STUDY. (State Catalogue No., Psychol. 41X).

Credit, 2 s. hrs. I. First term, Mr. Hood. Second term, Mr. Hood.

This course should consider the development and growth of the child from the mental, moral, physical and social nature. The treatment of these topics should find application in the kind of training and school work which a child needs at the different stages of development. Such topics as: influence of heredity and environment; meaning of infancy; innate tendencies and capacities; the development of attention, memory imagination, thinking, perception, etc., will be considered.

N 2. EDUCATIONAL PSYCHOLOGY. (State Catalogue No., Psychol. 82X).

Credit, 2 s. hrs. N. First term, Mr. Hood. Second term, Mr. Hood.

A study of original nature, individual differences, the learning process, mental hygiene, in their relation to the elementary school subjects.

SCIENCE

N 1. PERSONAL AND SCHOOL HYGIENE. (State Catalogue No., Physiol. 51X). Given in two sections, I and II.

Credit, 2 s. hrs. N. First term, Miss Wilson. Second term, _____.

General, personal and school hygiene; some instruction in anatomy and physiology; cause, transmission and prevention of communicable diseases, with special reference to most common diseases; defects of school children; schoolhouse sanitation; medical inspection; health education programs.

N 2. GENERAL BIOLOGY. (State Catalogue No., Biol. 41X).

Credit, 2 s. hrs. N. First term, Miss Whitley. Second term._____.

This is a foundation course which should give some basis for the study of psychology, sociology, physiology, botany, zoology and other sciences of the curriculum. It should emphasize the broader principles of growth and development. Types of plants and animals will be studied for the purposes of understanding; protoplasm, cells, cell differentiation, cell aggregation, reproduction, etc. Growing out of this should come an understanding of the principles of heredity and some understanding of evolution, eugenics.

N 3. BIOLOGY (PLANTS). (State Catalogue No., Biol. 62X).

Credit, 2 s. hrs. N. First term, Miss Whitley. Second term, _____.

This course should attempt two things: (1) through the study of types acquaint the student with the morphology, physiology and reproduction in plants, from the one cell to seed plants, (2) through field work acquaint the student with as much common and local flora as possible. With these two objects in mind the course should function very effectively in the teaching of nature study and elementary science in the elementary school.

N 4. BIOLOGY (ANIMALS). (State Catalogue No., Biol. 73X).

Credit, 2 s. hrs. N. First term, MISS WILSON. Second term, ...

The aim and method of the course should be similar to that in Biology (Plants). Outstanding characteristics of animal life, from the single cell protozoon to the higher mamilian should be studied. Especial effort should be made to acquaint the students with the common insects, butterflies, beetles, etc., both as to identification and economic importance.

SCHOOL ARTS

N 1. FUNDAMENTALS OF DRAWING. (State Catalogue No., Draw. 31X).

Credit, 1 s. hr. N. First term, MISS WELLS and MISS ROLLER. Second term, MISS WELLS.

This course aims to give certain skills which would be fundamental in teaching the drawing of the State Course of Study, as well as skills that would help in the teaching of all subjects of the elementary school curriculum. Abstracted, such topics as these should be considered: color theory; design; perspective; representation; illustration; picture study, etc. Media; charcoal, water colors, crayons, clay, etc. In giving skill in these topics use should be made of content of the elementary curriculum the teaching of which would demand such skill. The method of presentation in this course is a vital consideration.

N 2. DRAWING FOR PRIMARY GRADES. (State Catalogue No., Draw. 72P).

Credit, 1 s. hr. N. First term, MISS WELLS and MISS ROLLER. Second term, MISS WELLS.

The same general topics as in Fundamentals of Drawing, with especial reference to the primary grades. The work should be closely correlated with all subject matter of the primary grades, but with emphasis upon the art for those grades in the State Course of Study.

N 3. DRAWING FOR GRAMMAR GRADES. (State Catalogue No., Draw. 72G).

Credit, 1 s. hr. N. First term, MISS WELLS and MISS ROLLER. Second term, MISS WELLS.

The same general topics treated in Fundamentals of Drawing, with particular application to grammar grade subject matter. Design would have especial adaptation to textiles, books, printing of letters, landscape and figure designs on post cards, holiday greetings, posters. The State Course of Study should be used as a basis for this course.

N 4. INDUSTRIAL ARTS. (State Catalogue No., Ind. Arts. 61P).

Credit, 1 s. hr. N. First term, MISS WELLS and MISS ROLLER.

This course means a great deal more than the commonly conceived notion of "handwork, busy work," etc., in the primary grades; much of that has little or no educational value. "Industrial arts education should give the child an acquaintance with the raw products of nature, and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, record as books, tools, machines, etc." The manipulation and work with clay, textiles, wood, paper, food, printing, and so on, should give to the child such an understanding and should develop standards of judgment and good taste. The work of these grades should center about the needs of the child in its relation to food, clothing, shelter, records, utensils, tools, etc. The method of presentation is a vital part of this course.

SOCIOLOGY

N 1. SOCIAL PROBLEMS. (State Catalogue No., Sociol. 91X).

Credit, 2 s. hrs. N. Not offered in 1925.

A general political, economical, social and educational survey of the state. The outstanding feature of its history should be organized around such topics as: Sir Walter Raleigh's attempt at founding a colony; permanent settlements; North Carolina under the king; development of the state; North Carolina during the Revolutionary, Civil and World Wars; the present industrial and educational development.

WRITING

N 1. WRITING. Skill. Elective if proficient. (State Catalogue No., Writ. 21X).

Credit, 1 s. hr. N. First term, Miss Jones. Second term, Miss Baldon.

A justification for legible handwriting is found in its value in teaching all other subjects, as well as in its social value. This course then should be required of all students who cannot make a reasonable score on the Ayres or Thorndike Scales. The course is primarily for skill.

N 2. WRITING. Technique. (State Catalogue No., Writ. 82P).

Credit, 1 s. hr. N. First term, Miss Jones. Second term, Miss Baldon.

The psychology of handwriting; teaching writing in the primary grades; blackboard writing, standard scales for judging handwriting. Additional skill may be acquired as the technique of this course is developed.

STATE CURRICULA

I. Primary Curriculum

Completion of the 9 Units of this Curriculum gives the Primary C Certificate

Education and Psychology

	Credit. Sem. Hrs.
Elementary School Practice	2
Educational Psychology	2
Child Study	2
Primary Methods (Reading)	2
Primary Methods (Story Telling, Language, and Dramatization)	2
Introduction to Teaching	2
Primary Curriculum	2
Observation and Participation (Optional)	1
Introductory School Management	2
Primary Number and Projects	2
	19

Fine Arts and Industrial Arts

Fundamentals of Drawing	1
Drawing for Primary Grades	1
Industrial Arts for Primary Grades	1
	3

Music

Elements of Music	1
Musical Appreciation for Primary Grades	1
	2

Physical Education

Plays and Games (General)	1
Plays and Games for Primary Grades	1
	2

English

English Composition	6
Children's Literature	2
Reading and Speech	2
	10

Geography

Principles of Geography	2
Geography and Nature Study for Primary Grades	2
Types of Industry	2

History and Social Science

American History	4
History Material for Primary Grades	2
Citizenship	2
Social Problems	
or	
Religious Education	2
	10

Biology

General Biology	2
Biology (Plants)	2
Biology (Animals)	2
	6

Writing

*Writing (Skill)	1
Writing (Technique)	1
	2

Physiology

Personal and School Hygiene	2 or 4
Unrestricted Electives	3 or 4

II. Grammar Grade Curriculum

Completion of the 9 Units of this Curriculum gives the Grammar Grade C Certificate

Education and Psychology

Elementary School Practice	2
Educational Psychology	2
Child Study	2
Introduction to Teaching	2
Grammar Grade Curriculum and Projects	2
Observation and Participation	(Optional) 1
Methods (Language, Composition and Reading)	2
Methods (Geography and History)	2
Arithmetic for Grammar Grades	2
Introductory School Management	2
Teaching of Elementary Science	2
	21

Fine Arts and Industrial Arts

*Fundamentals for Drawing	1
Drawing for Grammar Grades	1
	2

Music

Elements of Music	(Optional) 1
Musical Appreciation of Grammar Grades	1
	2

Physical Education

Plays and Games (General)	1
Physical Education for Grammar Grades	1
	2

English

English Composition	6
American Literature	2
English Literature	2
Literature for Grammar Grades	2
	12

* Elective if proficient.

Geography

Principles of Geography	2
Geography of North America	2
Types of Industries	2
	6

History and Social Sciences

Citizenship	2
American History	4
European Backgrounds	2
North Carolina	2
Social Problems	
or	
Religious Education	2
	12

Biology

General Biology	2
Biology (Plants)	2
Biology (Animals)	2
	6

Writing

*Writing (Skill)	1

Physiology

Personal and School Hygiene	2 or 4

* Elective if proficient.

STATE CURRICULA

DISTRIBUTION OF WORK BY SUMMER SCHOOLS

I. Primary Curriculum

Unit No. 1

Educ. 11X	Introduction to Teaching	2
Educ. 12X	Elementary School Practice	2
Eng. 11X	English Composition	2
Phys. Educ. 11X	Plays and Games (General)	1
		7

Unit No. 2

Educ. 23P	Special Primary Methods (Reading)	2
Eng. 22X	English Composition	2
Educ. 24X	Introductory School Management	2
Writing 21X	*Writing (Skill)	1
		7

(Units 1 and 2 required for the Elementary B Certificate)

Unit No. 3

Educ. 35P	Special Primary Methods (Language, Story Telling and Dramatization)	2
Eng. 33X	English Composition	2
Geog. 31X	Principles of Geography	2
Draw. 31X	*Fundamentals of Drawing	1
		7

Unit No. 4

Biol. 41X	General Biology	2
Psychol. 41 X	Child Study	2
History 41X	American History	2
Phys. Educ. 42P	Plays and Games (Primary Grades)	1
		7

Unit No. 5

Physiol. 51X	Personal and School Hygiene	2
History 52X	American History	2
Educ. 56P	Primary Number and Projects	2
Music 51X	*Elements of Music	1
		7

(Units 1 to 5 inclusive required for the Elementary A Certificate)

Unit No. 6

Educ. 67P	Primary Curriculum	2
Biol. 62X	Biology (Plants)	2
Geog. 62P	Geography and Nature Study for Primary Grades	2
Ind. Arts 61P	Industrial Arts for Primary Grades	1
		7

* Elective if proficient.

Unit No. 7

History 73P	History Material for Primary Grades	2
Biol. 73X	Biology (Animals)	2
Eng. 74P	Children's Literature	2
Drawing 72P	Drawing for Primary Grades	1
		7

Unit No. 8

Psychol. 82X	Educational Psychology	2
Writing 82P	Writing (Technique)	1
Education 88X	Observation and Participation (Optional)	1
Geog. 83X	Types of Industry	2
	Elective	1 or 2
		7 or 8

Unit No. 9

Sociol. 91X	Social Problems	
	or	
Relig. Educ. 91X	Religious Education	2
History 94X	Citizenship	2
Eng. 95P	Reading and Speech	2
Music 92P	Music for Primary Grades	1
	Elective 2 credits	
		7

II. Grammar Grade Curriculum

Unit No. 1

Educ. 11X	Introduction to Teaching	2
Educ. 12X	Elementary School Practice	2
Eng. 11X	English Composition	2
Phys. Ed. 11X	Plays and Games (General)	1
		7

Unit No. 2

Educ. 23G	Grammar Grade Methods (Language Composition and Reading)	2
Eng. 22X	English Composition	2
Educ. 24X	Introductory School Management	2
Writ. 21X	*Writing (Skill)	1
		7

(Units 1 and 2 required for the Elementary B Certificate)

Unit No. 3

Geog. 31X	Principles of Geography	2
Eng. 33X	English Composition	1
Hist. 31G	European Backgrounds	2
Draw. 31X	*Fundamentals of Drawing	1
		7

Unit No. 4

Psychol. 41X	Child Study	2
Biol. 41X	General Biology	2
Hist. 41X	American History	2
Phys. Ed. 42G	Plays and Games (Grammar Grades	1
		7

* Elective if proficient.

Unit No. 5

Physiol. 51X	Personal and School Hygiene	2
Hist. 52X	American History	2
Educ. 55G	Grammar Grade Arithmetic	2
Music 51X	Elements of Music (Optional)	1
		7

(Units 1 and 2 required for the Elementary A Certificate)

Unit No. 6

Biol. 62X	Biology (Plants)	2
Hist. 63G	North Carolina History	2
Educ. 66G	Grammar Grade Curriculum and Projects	2
	Elective	1 or 2
		7 or 8

Unit No. 7

Eng. 74G	American Literature	2
Biol. 73X	Biology (Animals)	2
Geog. 72G	Geography of North America	2
Draw. 72G	Drawing for Grammar Grades	1
		7

Unit No. 8

Psychol. 82X	Educational Psychology	2
Geog. 83G	Types of Industries	2
Eng. 85G	Literature for Grammar Grades	2
Educ. 88X	Observation and Participation	1
		7

Unit No. 9

Educ. 98G	Methods: Geography and History	2
Sociol. 91X	Social Problems	
	or	
Relig. Ed. 91X	Religious Education	2
Hist. 94X	Citizenship	2
Music 92G	Musical Appreciation for Grammar Grades	1
		7

The teaching of elementary Science, 2 credits, and English Literature, 2 credits, may be elected for any equivalent credit course of the last four summer schools (6, 7, 8, 9).

PART IV—SPECIAL FEATURES

A varied yet balanced program of instruction, entertainment, and social activities has been provided for each term of the Summer School of 1925. General admission season tickets for the program of "Attractions" for each term will be sold at $1.00 to regularly registered students desiring to take advantage of this provision. The price to those not connected with the University will be $2.00. The single admission charge for tickets will range from 50 cents to $1.00, totalling $4.00 for the first term and $3.00 for the second term. By purchasing a season ticket, therefore, the Summer School student is given general admission to all the attractions for the term at the price he would pay for a single ticket to one performance. Holders of general admission tickets desiring reserved seats for any of the performances may secure them by paying an extra charge of 25 cents each. Tickets may be purchased at the Director's office at the time of registration or at stated hours preceding each performance. The program of "attractions" does not include the "social activities" and "entertainments" put on under the direction of the Y. W.-M. C. A. for which a small charge to cover expenses is made by that organization.

The attractions for each term to which the holders of general admission season tickets will be admitted are as follows:

First Term—

1. Song Recital by Florence Macbeth, Prima Donna Coloratura Soprano.
2. Coffer-Miller Players in Sheridan's *School for Scandal.*
3. Coffer-Miller Players in Moliere's *The Miser.*
4. Coffer-Miller Players in Goldsmith's *The Mistress of the Inn.*

Second Term—

1. Concert by the Sittig Trio.
2. Song Recital by Edwin Swain, Baritone.
3. Paul Fleming, Magician.
4. The Carolina Playmakers.

FLORENCE MACBETH: JUNE 22

Florence Macbeth, prima dona coloratura soprano of the Chicago Grand Opera Company, will appear before the summer school in one

of her great concerts on the evening of June 22. Macbeth's phenomenal successes have made her the most popular artist with the Chicago Grand Opera Company. She is a recitalist of rare charm and graciousness, with one of the finest voices America has ever produced.

THE COFFER-MILLER PLAYERS: JUNE 30 AND JULY 1

On June 30 and July 1st the Coffer-Miller Players, a celebrated dramatic company of Chicago, will present three plays—two evening performances and one matinee. The plays selected for these performances are as follows:

Sheridan's "School for Scandal."
Moliere's "The Miser"
Goldoni's "The Mistress of the Inn"

These players appeared before the 1924 Summer School in three performances, and gave such general satisfaction to the three capacity houses that greeted them that they have been engaged to return in 1925.

SITTIG TRIO: JULY 27

The Sittig Trio consisting of Margaret Sittig, violinist; Edgar H. Sittig, cellist, and Frederick V. Sittig, pianist, will appear before the Summer School on July 27. This trio of accomplished American soloists are known throughout the country for the perfection of their ensemble work. Miss Margaret Sittig, who has been called the worthy successor of the late Maude Powell, has recently returned from an extremely successful concert tour through Europe. The students of the second term find the program of this group of artists to be a rare treat.

EDWIN SWAIN: AUGUST 4

Mr. Edwin Swain, a young American baritone, will appear before the Summer School on August 4. This young artist has won for himself an enviable reputation throughout the country. He received a hearty reception on his recent concert tour in North Carolina, and the Summer School management is confident he will prove equally pleasing to the students of the summer session.

PAUL FLEMING, MAGICIAN

On the evening of August 12th, Paul Fleming, a magician of national reputation, will appear with his company of three persons in a

program of legerdemain, mind-reading, pseudospiritualism, and illusions. Fleming takes along with him for use in his entertainments one-half ton of paraphernalia. The press reports from various parts of the United States acclaim him one of the cleverest of American magicians.

CAROLINA PLAYMAKERS

Late in August the Carolina Playmakers will present a program. The programs of this organization are always of a high order, interesting, and attractive. More definite announcements will be made at a later date.

SCOUT PATROL CAMP: JUNE 18, 19, 20

On June 18, 19, and 20, Thursday, Friday and Saturday, a Boy Scout Patrol Leaders Camp will be held in Chapel Hill under the auspices of the Summer School in coöperation with the Boy Scouts of America. About 125 leading Boy Scouts of North Carolina will camp on Emerson Field and participate in an intensive course of study for patrol leaders. They will bring their own tenting equipment and do most of their cooking. A public demonstration of their work will be given to the Summer School students on Saturday afternoon, June 20.

SCOUTING EDUCATION

A course in Scouting Education will be conducted in the first term of the Summer School under the direction of Harold D. Meyer with the assistance of Messrs. Hunter, Smith, Wessel and other executives and experts from the Boy Scouts of America. This course will deal with the fundamentals of scouting; the history of the scout movement, laws, the scout oath, procedures and methods; practical demonstration of organization; in short with scout craft in all its variety. Scout troop plan and patrol systems will be considered in their relations to community life, the psychology of adolescence will receive especial attention. Practical work and outdoor demonstration will be given. "Community Boy Leadership" and "Handbook for Scout Masters" will be used as texts. The class will meet daily through first term of Summer School.

It may be that college credit for this course can later be granted. If so, due announcement of it will be made at the time of registration. Credit toward a degree in the University will not be allowed unless the Dean of the School in which the student is registered gives his approval at the time of registration.

JULY 4: HOLIDAY—PATRIOTIC CELEBRATION

July 4th will be a holiday, and it will be made a profitable occasion for the students of the Summer School. In the forenoon a program of simple but impressive patriotic exercises will be carried out in which all students in the Summer School will participate.

DR. JACOB KOHN: JULY 6, 7, 8

On July 6, 7, and 8, Dr. Jacob Kohn, a scholarly Jewish Rabbi, of New York City, will deliver a series of three lectures on "The Spiritual and Ethical Significance of the Law." The subjects of Dr. Kohn's three lectures are to be:

1. The Concept of the Law as Defined in Jewish Thought.
2. The Law and the Higher Reaches of Ethics.
3. The Law and Religious Emotion.

Dr. Kohn comes to the Summer School under the auspices of the Jewish Chatauqua Society of America.

DENNISON CRAFTS

One of the most attractive features of the Summer School of 1924, as well as one of the most directly helpful to scores of teachers—or at least, they so pronounced it—was the course in "Dennison Crafts" conducted daily throughout the first term by Miss Margaret Schaeffer of the Dennison Manufacturing Company.

We are pleased to be able to announce that Miss Schaeffer will be back in the Summer School of 1925 for both terms, and that she will give instruction daily in crepe paper work, sealing wax art, and basketry during both terms of the summer school.

This will give an opportunity not only to learn how to make costumes and decorate for parties, but to make artistic things to beautify the home.

Novelties for home decoration as well as dress accessories can be made from sealing wax.

The rope weaving is the simplest of all basketry, and lends itself so well to individual design.

Special effort has been made to meet the needs of the teacher.

School posters, blackboard designs, suggestions for working out projects for the history or geography class, and many other ideas will be presented to simplify the teacher's work.

No registration is required. Instruction is free.

THE SUMMER SCHOOL BAND

Students expecting to attend the Summer School who own band instruments are urged to bring them along when they come to Chapel Hill and to play in the Summer School Band, which will be under the direction of Mr. L. R. Sides, Band-leader in the University of N. C. Each Sunday afternoon during the first term a band concert will be given on the campus.

SOCIAL EVENING

Each Saturday evening while the Summer School is in session two programs of entertainment will be provided—one at the Gymnasium under the direction and supervision of the Committee on Social Activities, and one in Gerrard Hall or Memorial Hall under the direction of the Y. W.-M. C. A.

SOCIAL ACTIVITIES

The Committee on Social Activities, H. F. Comer acting as chairman in the absence of Dean Francis F. Bradshaw, is in control of the Saturday evening socials in the gymnasium, and of all dances given by student groups. It is the policy of the Committee to foster the maximum amount of wholesome social life compatible with good scholastic work. In line with this policy, the essential regulations are kept down to a minimum number. Dances are permitted only on Friday and Saturday and must close at the hours fixed by the committee. Permission for all dances must be obtained in advance from the Chairman of the Committee. The highest standards of conduct have characterized such occasions in the past, and the Summer School insists that this be the case at all times.

More detailed statement of regulations may be found in the Supplementary Announcement to be published in June.

STUDENT CONDUCT

Since the number of college students registered in the Summer School is growing larger each year, the questions of student life and conduct in the summer session approximate more nearly those of the regular college year. The University has very simple but fundamental requirements respecting student conduct. In general, students are expected to be ladies and gentlemen on all occasions, in all relations, and in the fullest sense. In particular, certain specific activities outlawed by the state and nation and discountenanced by the best society every-

where are prohibited. These are drinking, gambling, stealing, cheating, and immorality. The rare cases of these offenses are handled promptly and firmly by the Committee on Administration.

THE HONOR SYSTEM

All class work at the University has been on the honor basis for a generation. No espionage is practiced by teachers, and students unanimously condemn and punish cheating.

THE Y. W.-M. C. A.

The Y. W.-M. C. A. is a combined organization of Y. W. C. A. and Y. M. C. A. It has a mixed Cabinet of men and women students, about thirty in number, with an employed staff of three Secretaries, two women and one man. This Association serves the entire Summer School, and in campus vernacular is called simply the "Y." It has headquarters in the Y. M. C. A. building which is located in the heart of the campus. The location of the building typifies the place the Association fills in the life of the community, for it is truly the center of campus activities.

The princapal points of the "Y's" program for the summer are the following:

1. Operating the "Y" building, as a Campus Home—or Club for all—having Lobby; Parlor, with piano, victrola, etc.; Reading Room, carrying more than fifteen leading magazines and all daily papers of the state; free Pressing Room, furnishing electric iron; three Committee Rooms; telephone for local and long distance service; ice water, etc. In the building a hostess and host are always present to receive and serve students and their friends. Make the "Y" your home this summer.

2. A distinctive form of campus service is rendered through the "Y" office, in an Information and Lost and Found Bureau. A master Directory is kept here, of all students and faculty. All telegrams and long distance calls are handled through this office. Found articles are turned in here and prompt effort is made to locate the owner. Inquiries are also left at the office for lost articles. Any information desired, in fact, may be had here, for if we cannot answer your questions we know who can and will direct you to them.

3. Special attention is given the many visitors who come to the campus throughout the summer. You are invited to instruct your visiting friends to "Report at the 'Y'" and wait in the parlor while we send for you.

4. Religious program is given constant and thorough attention by the "Y" organization, during the summer. It coöperates with the five local churches in their efforts for students. It conducts a Vesper, or 12-minute prayer service every evening immediately following supper. It also conducts a large Vesper at church hour every Sunday evening, with special music and speaker. The several rural churches near Chapel Hill are assisted regularly by a committee of as many students as are willing to serve in this way. If interested, you should ask for a place on the "Y" Cabinet.

5. The Social and Entertainment department is very active all the time. It provides music and general facilities for amusement. There is a special "Social Hour" every evening before study time. It conducts games and mass play one or two evenings every week. Stunt Night on each Saturday is the most popular single attraction on the campus. This department also conducts picnics, hikes, and various other parties from time to time.

6. A Self-Help Bureau is ever active, assisting any needy students in getting remunerative employment for defraying part of their college expenses.

7. In addition to the above points of program, the "Y" is a general campus and community welfare agency, rendering service wherever needed. The Association solicits the coöperation of every summer school student. Use it, and work through it!

KINSCELLA INSTITUTE: JUNE 15-27

A special institute for the training of teachers in the Kinscella Method of Class Piano Instruction will be offered from June 15 to 27 inclusive. Two sections will be held simultaneously by Miss Kinscella; section I for beginners in the work, section II for students who have already completed section I. A demonstration class of children from the Chapel Hill and Carrboro schools will be used. Section I prepares the teacher to give one and one-half years of instruction in this method; Section II prepares the teacher to give four years of instruction, and students completing section II are given a special certificate in the Kinscella Method. Applications for admittance to this course should be sent in advance to Mr. Paul J. Weaver, Chapel Hill, N. C., and should be accompanied by a check for $10.00 to apply on the fee. The special fee is $25.00 for students regularly enrolled in the summer school, and $30.00 for special students taking this work only.

APPLICATION FOR ADMISSION AND FOR ROOM

(In order to be admitted to the University of North Carolina Summer School an applicant must be a graduate of an accredited high school or must hold a regular State Teachers' Certificate.)

Postoffice_____ 1925.

DIRECTOR, UNIVERSITY SUMMER SCHOOL:

It is my purpose to attend the University Summer School in 1925.

I expect to attend

- ☐ First Term only.
- ☐ Both Terms.
- ☐ Second Term only.

(Please check.)

Please reserve a room for me in the_____ Building. In case the rooms in this building are all taken when this application is received, my next choice is the_____ Building.

I should like to have as my roommate:

_____

(Post Office) _____

who expects to attend the Summer School. Room rent ($7.50 each) is herewith enclosed. If I change my postoffice address before Summer School opens, I will notify you.

SIGNED (Miss, Mrs., or MR.)_____

Personal Information

PLEASE GIVE ALL INFORMATION CALLED FOR BELOW:

What is your age?_____

Do you hold a State Teachers' Certificate?_____

If so, what class is it?_____

Are you a graduate of an Accredited High School?_____

What School?_____

Date of Graduation?_____ Have you previously attended U. N. C. Summer School?_____ When?_____

(OVER)

Check Below the Division and the School You Wish to Enter:

If you wish to enter the Graduate School, please indicate your preferred major field of study.

☐ College Division—

- ☐ College of Arts
- ☐ School of Education
- ☐ School of Commerce
- ☐ School of Applied Science
- ☐ School of Public Welfare

☐ Graduate School—

- ☐ Preferred Major Field of Study_____.

☐ Normal School Division—

In case you wish to enter the Normal School Division, please answer the following questions:

What certificate do you wish to work for?_____

Do you have any credit toward this certificate?_____

How much?_____ Where obtained?_____

Did you attend some other Summer School last year?_____ If so, why not return?_____

Regulations Concerning Women Students

All women students of the Summer School under 24 years of age, except residents of the Chapel Hill community who live at home, are required to live in the University dormitories.

Wherever women students of the Summer School reside they are under the supervision of the Adviser to Women and are expected to conform to the general regulations prescribed for women students.

All prospective women students of the Summer School are advised to read carefully the *Handbook for Women Students of the Summer School.* Copies may be had on application to the office of the Director of the Summer School or to the office of the Adviser to Women.